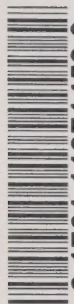


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FINAL REPORT

Author: Lionel Orlikow

Title: Report on the Teaching
of Second Languages in
the Public Schools of
the Atlantic Provinces.

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AUTHOR: Lionel Orlikow

TITLE: Report on the Teaching of Second Languages in the Public Schools of the Atlantic Provinces.

These four reports will be followed by reports on second-language programs in Ontario and the four western provinces. Information on Quebec is to be found in the Appendices in T.W.R. Wilson, History of English Catholic Schools in Quebec and in a section of the Parent Commission Report.

Orlikow's studies are the major sources of information on provincial second-language programs. Combined with the Torrens studies on University Language Departments and Teacher-Training Institutions, they provide a description of second-language teaching in Canada.

Orlikow has spent about two weeks in each province, interviewing departmental officials, school inspectors, and teachers. He concentrates on curricula, proposed programs, special projects, and resources - teachers, teaching guides, books, film-strips, audio-visual programs. The emphasis is on French as a second language, with brief references to other languages being taught. Illustrative material forms a bulky addition to each report; these have not been reproduced but are available if required.

The reports should be read in full as a preliminary to any discussion of second-language teaching. Fortunately the style makes them a pleasure to read, in spite of the dismal situation they describe.

Although each province has its own distinctive - or peculiar features, some of my general observations may help to give a framework for these four studies.

1. In each province, French is the second language taken by the vast majority of the students. It is the only second language for which any efforts are made to teach it as a living language.

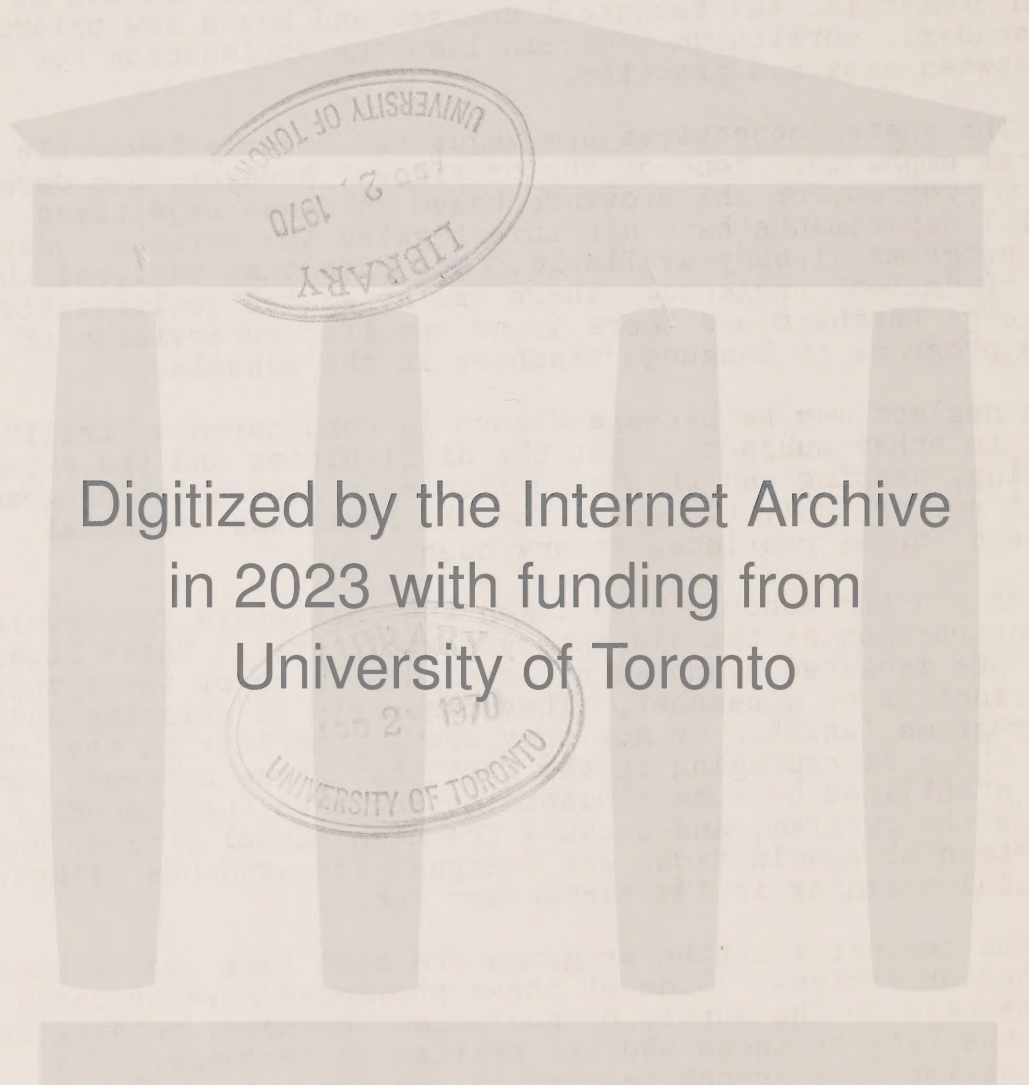
2. French is treated as a "cultural" subject. It has no place in commercial and technical courses and has a low priority in the academic curriculum. Herein lies the explanation for the chasm between aims and practice.

3. The stated objectives are vague but clearly favorable to an oral emphasis. None of the provinces, however, has developed a uniform program for the province based on these objectives. Provincial departments have not investigated the various audio-lingual programs already available. Nor have they analyzed the results of "pilot" projects. There are no stated qualifications for language teachers and there is no specific supervision of language programs or language teachers in the schools.

This neglect may be because French is considered a "frill" compared to other subjects. But the difficulties and the expense of devising, testing and then establishing a provincial program in French are probably too great for the human and financial resources of these provinces in any case.

4. Many urban schools have taken the initiative for developing French instruction at the elementary school level. These local programs are isolated examples of local demand or of the enthusiasm of the principal or a teacher. They must rely on existing audio-visual programs, whether or not they are appropriate in the local context. More discouraging is the fact that these programs can never be stabilized because students moving into the community complicate the program, and because the high school program and the departmental examinations are designed for students without this special training in the elementary school.

5. The teacher-training programs are even less coordinated with stated objectives. None of these provinces have assessed either the need or the supply of qualified teachers; nothing is known of the fate of those who are trained as teachers. The only definition of a French teacher is one who teaches French.



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REPORT ON SECOND-LANGUAGE TEACHING IN THE NEW BRUNSWICK PUBLIC SCHOOLS

Prepared by Lionel Orlikow
September 5, 1965.

I. INTRODUCTION

"The sub-committee on the Common School Curriculum studied the curriculum and texts from the standpoint of French-speaking children, as well as from the point of view of English-speaking children, and felt that it was rather difficult under present conditions for French-speaking children who heard very little English outside of the school-room to obtain the knowledge of both English and French which they desired - which it is felt is necessary of the English and French races by improved means of communication, and by a more sympathetic understanding of each other are to unite in the task of building the future of this Province". 1

Onus was placed upon the French-speaking populace of New Brunswick to become bilingual. The 1932 Royal Commission on Education did not recommend that English-speaking pupils receive instruction in French before reaching high-school.

The official position of the Department of Education has changed in the succeeding three decades. New Brunswick has the longest compulsory provincial programme in French for English-speaking pupils outside of Quebec. Special teacher-training courses have been established to prepare teachers of that subject. The appointment of Deputy-Ministers of Education, one of whom is English speaking and the other French speaking, reveals the almost parallel concern paid to the two communities. Present political

1. Report of the Commission of Education for the Province of New Brunswick (Fredericton: mimeographed, March 1932), p. 38.



facts of life preclude neglect of the language issue. Therefore, one could assume that developments in language study in New Brunswick can provide profitable models for other communities to examine.

This survey concludes that educational leaders in that province are no closer to a resolution of critical issues of second-language instruction than are the other provinces. Such persistent problems as the development of comprehensive programmes of study, the supply of adequately-trained teachers and objectives of instruction are explored.

The approach employed in the New Brunswick survey of second-language instruction in French differs slightly from that followed in other provinces. First, more local systems were visited.² This extra effort was expended to gain a view of the differing situations throughout the whole province. Edmundston is primarily French-speaking; Oromocto, Fredericton and St. John are primarily English-speaking; Moncton and Campbellton are approaching a neat division. Second, no mention is made of religious influences in the educational system and their possible repercussions upon language instruction. Notwithstanding the fact that Section 110 of the School Act and other recent Departmental regulations refer to a provincial system of non-sectarian public schools,³ "non-sectarian" has been interpreted in such diverse ways that one superintendent matches students and teachers on the

2. Appendix A.

3. For example, see number 39, page 9, Regulation under the Schools Act, General, N.B. Reg. 149 (Fredericton: Queen's Printer, 1963).



basis of whether they are French-Catholic, English-Protestant and English-Catholic. Such hidden limitations affect such critical variables as teacher supply.

One should note definitions of several terms relevant to New Brunswick. French III is the course provided for English-speaking pupils; French I and French II designed for French-speaking students are not examined in this survey. Elementary grades encompass one through eight; matriculation to university occurs after grade twelve.

II. THE SITUATION

French III is the only modern language offered to the English-speaking public school students of New Brunswick. During the past two decades French has moved from an option in grades nine through twelve to a compulsory subject in grades five through ten. Most students continue its study in grade eleven since an unwritten rule in a large number of schools is that one must have French III to complete high school graduation. A few schools offer the equivalent of grade thirteen French, a course that parallels the first-year course at the University of New Brunswick. Most twelfth grade students do not take French as an option. French at the third and fourth grade level is optional with local school boards. There are no printed statistics in the latter case, but "a considerable number" of schools are thought to take advantage of this regulation. Special permission must be received from the



Minister of Education to introduce a French course for English-speaking pupils in grades one and two. Edmunston has taught such a course for twenty years; a greater number of students will be instructed in Campbellton in September, 1965.

Not all students take the compulsory French course. A few of the very academically weak are excused. Non-college preparatory programmes in grade ten exclude these students from a study of French. Three such courses are the commercial, home-making, and trade-preparatory.⁴ Those taking technical courses that lead to post-secondary education - industrial or home economics - are required to take French III.

Although a shorthand programme for bilingual students is outlined by the Department⁵, no commercial students who are English speaking take this option.

Latin is offered in grades ten through twelve with a few schools providing instruction in grade nine. Certain Roman-Catholic secondary schools at one time did emphasize Latin, but now offer a more popular science option. No additional offerings in language are expected in the immediate future by the Department of Education.

4. The Outline of Vocational Courses, July 1961. (Fredericton: Queen's Printer, p. 161).

5. Appendix B. Such a programme is optional with the approval of the community. No English-speaking area has selected this course. One class of commercial students in Fredericton followed a modified French III course in 1964-65.

No statistics are maintained on enrolments by subject for each grade. Various officials at the Department of Education suggested an approximation of those enrolled in French III could be obtained by taking 62 per cent of the numbers in grades five through ten. Such variables as differing drop-out rates tend to make such a percentage an extremely crude measure. For example, close to three-quarters of the 4,681 pupils in the academic stream in grade eleven wrote French III in the departmental examination of 1964. A small number of English-speaking students were reported enrolled in the French I and II programmes.

There are no fixed allocations on time set by the Department of Education. As a result there is considerable variation among districts and among schools in the same district. For example, some elementary schools in St. John have two periods of fifty minutes, while others allocate two to three weekly twenty-minute sessions. A rough approximation for the province would find grades three through six at three times twenty minutes, seven and eight, three times forty-five, and nine through eleven, four or five times forty-five.

Grade twelve is an interruption in the French programme for those pupils intending to continue French at University. The writing of departmental examinations is divided between grade eleven and grade twelve. Most students write French III at the former stage and leave their French studies for a year. Five schools in the province offer a grade twelve optional French III programme.

Two provide an equivalent course to that taught at the University of New Brunswick. Pupils enrolled receive college credit on successful completion. The remaining schools develop exercises designed to strengthen oral skills. The high-point of one is a week's trip to Quebec City during the Easter holidays. Only French is spoken in this activity subsidized by the school district and students' savings.

III. OBJECTIVES OF LANGUAGE INSTRUCTION

Existing printed materials from the Department of Education are **extremely** vague on language instruction. The Objectives of Education drawn up in November of 1963 are so general that they could apply to most communities in Anglo-America.⁶ The directives respecting French for English-speaking pupils in the grades are no more specific.

Considerable responsibility is placed upon the individual teacher of French to develop the programme. In teaching below grade five the Department cautions against introducing such a step "only if the teacher is competent to make a satisfactory programme for the grades to which the instruction is to be given".⁷ Aims in the later grades defy precision - "to make it possible for the pupils to understand and speak French". Yet, the consistent theme through the statements is a premium upon the oral approach. "By this time (grade eight), French should be used almost entirely as the language of communication during the French period", however,

6. Appendix C.

7. Appendix D.

"Simplicity is still to be the keynote, if a good foundation is to be built for future grades". French III in the senior high school grades stresses formal work in reading and translation.

The teacher must turn to aid from the textbooks and the manuals published to guide the teacher. There are problems in resting the actual programme upon these works. The Eaton-MacGowan series is followed for the first three years. This series was designed for the Montreal area in the 1940's. Each school year has one text. Few classes can complete the materials in one text in one year - unfortunately, the remaining pages are skipped as the group is promoted to the next text in the series. An additional break in articulation occurs when a different series commences in grade eight. The provision of the assigned texts is quite critical to teaching. Fifteen years ago when French was extended downward from grade nine, an attempt was made to teach French "in a natural fashion". No texts were provided in order to remove the printed word from the sight of the child in the initial stages of learning French. Most teachers did not possess sufficient knowledge nor time to build a course. Texts soon were demanded. Now there is a vast range in practice from oral pattern drills to that of a study subject emphasizing matched vocabulary lists - but the weakest teachers have a text to fall back upon.

IV. THE CONTEXT OF INSTRUCTION

All curricula in New Brunswick is in a state of ferment. Implementation of the Byrne Commission report in such matters as school consolidation and finance could remedy some administrative impediments that led the Commissioners to state:

"We were impressed by the numerous criticisms, complaints, even expressions of despair, concerning the present standards of education and the present educational programme in this province. " 8

Attempts at streaming secondary students are contemplated through three levels of courses - superior, average, low. School boards are encouraged to try out different programmes.

1. Efforts at the local level:

The ferment in curricula is evident in the programmes being developed in French III. Four attempts at the elementary school level illustrate wide variation in such variables as time, texts and teachers. Although programmes from Edmunston, Campbellton, Oromocto and Fredericton are cited, further differences can be found in other localities.

a) The Protestant Community Association in Edmunston tried for years to encourage more effective ways of teaching French to the small minority of English-speaking pupils in the community. For fifteen years French instruction has commenced in grade one. Lack of funds has prohibited the employment of a supervisor of French for English-speaking pupils.

8. Report of the New Brunswick Royal Commission on Finance and Municipal Taxation (Fredericton: Queen's Printer, November, 1963), p.9

No separate school building is set aside for English-speaking pupils - rather one room in each of grades one through twelve at one school are matched with a like number of classes of French-speaking pupils. The first two grades introduce French with a limited amount of time - fifteen minutes three times weekly in grade two. Such familiar methods as songs and scrap-books are employed, although reading is introduced at an early stage. ⁹ In subsequent school years the texts prescribed by the Department of Education are followed a year in advance of other schools. As each daily class period is fifty minutes in duration, considerable supplementary material is included, such as twenty-five words weekly, dictations, short stories. The pairing of English-speaking and French-speaking classes permits the teachers to switch their English and French periods.

b) The Department of Education has granted permission to Campbellton to initiate French at grade one in the school year 1965-66. Close attention by the Minister of Education will be paid to the attempt of this community. For the past decade various members of the English-speaking community have asked for an extension of the French programme. The superintendent of schools was reluctant to accede to such requests until he was absolutely sure that there was almost universal support for such a step - a point reached in early 1965.

Plans were laid in the spring and summer to introduce an extensive French programme in the fall. Course materials

would be a modified version of those followed in Edmunston. The time expended would be slightly shorter, however, still much longer than expended in most Canadian communities. ¹⁰

The successful inauguration of the programme rests upon the ability to employ satisfactory teachers of French. Possible mechanical alternatives have been discarded. Voix et Images was considered too expensive for the community to purchase. Other audio-visual aids as radio broadcasts in French now are "used as recess time" by pupils. A scheme to exchange French-speaking and English-speaking teachers was dismissed after no solution was found to meet discipline problems inherent in a purely English-speaking teacher meeting a class that speaks French. Unfortunately, only one of the five specialist teachers required was hired by May, 1965.

c) Oromocto is one of the first districts in New Brunswick to introduce French in grade three. The resources devoted in the mid-1950's to preparation are atypical in the province. One principal was assigned an additional responsibility to act as resource person and sent to Ottawa for one week to examine the execution of its elementary French programme.

10. For example: grade one, five periods, fifteen minutes each;
grade four, five at twenty-five;
grade seven, five at forty-five.

The Bradford series were adopted.¹¹ Twenty one hour sessions were used by teachers to examine the materials.

Only specialists whose first language is French are employed to teach the programme in the elementary grades. Much of the teaching is carried on by these teachers and qualified classroom teachers are encouraged to follow-up. Extra materials - as supplementary readers - are employed as it is felt that the Oromocto programme is far ahead of that prescribed by the Department of Education. The time devoted to French is somewhat less than in the two school systems cited above - daily for fifteen to twenty minutes in grades three, four and five, three times weekly at thirty minutes in the succeeding two. Such problems as the matter of construction of aural-oral testing have been discussed in committee.

d) Fredericton will launch efforts at two levels in the fall of 1965. First, A. L. M.¹² will be introduced to eight classrooms at the eighth grade. This sampling of pupils will be watched over a four-year period. Second, all children in grades three through seven will meet a bilingual teacher for French lessons. A few homeroom teachers in that category will teach their own classes. In the vast majority of situations one itinerant bilingual instructor will instruct a group for one period weekly and leave the homeroom teachers to follow-up.

11. Four pupils' books and accompanying teachers' manuals in the series issued by Longmans, Canada.

12. Audio-Lingual Materials from Holt, Rinehart.

The Bradford series was adopted. In-service sessions will focus on sample lessons to show teachers how and what to instruct in their own teaching. One should note that a petition by French-speaking parents in the city for classes of their own has not been granted by the school administration.

What are some elements common to the four districts? First, the bilingual teacher is the core of the programme - not supplementing nor substituting by various mechanical aids. The bilingual teacher generally defined is French-speaking in home background and cannot be hired in sufficient numbers in two of the communities. The other two have unusual employment situations: Edmunston is faced with a shortage of competent English-speaking teachers; Oromocto pays a salary premium to French specialists. Second, elementary pupils meet some form of conversational French on a daily basis. The amount of time claimed for French III studies declines when the percentage of French-speaking population is a minority of the local area. Third, local resources have produced the crude design of the programme. Printed materials have not been developed within the province. There are dangers inherent in this orientation. Materials designed for Montreal or in Ottawa might not pertain to provincial needs in the Maritimes. Skilled consultants must work on the construction of curricula. A clear danger is exhibited in the example of Oromocto. On paper the resources devoted to the programme in oral French provides sequence in oral skills. In actuality such a development

is impossible. Over ninety percent of the student body are dependents of army personnel and only remain for a maximum of three years in the community. The programme assumes that the students will follow a continuous development of skills over a school career. Fourth, critical decisions at the local level were made by people with no background in the methodology of language testing. Ability to speak French cannot be equated with the question of teaching French to English-speaking pupils. Well-intentioned people are not enough.

2. Direct action by the Department of Education.

a) Programme development. The Department of Education has not adopted a completely *laissez-faire* policy to local communities in the matter of curriculum development in second language. The sub-committee on French III has concentrated its efforts on finding a suitable unified course starting in grade seven. In preparation for the time when an oral programme would be chosen the Departmental examination is under revision. The ten percent of the total grade awarded the aural section in 1965 will be doubled in 1966.

Two approaches are now under examination. Voix et Images has been stimulated by the enthusiasm of Father Léopold Taillon at the University of Moncton. One teaching sister in Grand Falls has adopted the series and makes regular reports to the sub-committee. Several schools in the southern portion of the province are trying out A. L. M. One early attempt to follow a class of

pupils using the A. L. M. collapsed. Maintenance of the experimental group's entity proved impossible - classes were structured on the basis of mathematics' ability, consequently some students could not keep pace in French; others transferred to other schools.

Which course will be selected is not as paramount an issue as in some other provinces. The curriculum director appears ready to permit high schools to choose among several methods. Further, flexibility in the centralized nature of the examinations will be made. A special type of examination is mooted for schools using a "new" approach, and another for those continuing the more "traditional". This permissive policy was followed in the French III examination in 1964 and 1965. Only ten percent of the secondary schools accepted the record for aural testing.

The activities of the French III sub-committee illustrates the decision-making process common to curriculum makers in other provinces. First, meetings are brief four to five times per year for an average duration of three hours. However, the number of meetings held in regular school hours makes this committee somewhat unusual. Second, members are only paid expenses for travel. Consequently this work is part-time in effort. Third, the relation between policy formation and personal execution of policy is quite close.¹³ A few examples from the minutes should suffice: "Brother Léopold advised the Committee of his intention to ask the provincial curriculum committee for authorization to have Voix et Images used in certain places"; one member is assigned

13. Appendix F.

responsibility to prepare tapes for a course; "Mr. Seely reported most enthusiastically on his recent examination of the records and texts of the Audio-Lingual Method of teaching French". Fourth, membership is confined to personnel actually teaching French. One quality distinctive to the New Brunswick group is that three members teach at the university level and only two are secondary school teachers. As a rule elementary school teachers of French are not members, however, school teachers frequently dominate the numbers. Fifth, a limited range of resources were reviewed. This committee now is examining Voix et Images, A. L. M., the Bradford series, and testing materials from the College Entrance Board Examinations. One professor was asked to prepare a series for the province, but "this was too great a task for the time at his disposal". Sixth, fundamental questions are not within the scope of the committee's responsibilities. A majority of the group expressed grave doubts regarding extension of the French programme down the grades in view of the shortage of qualified teachers. A contrary decision was made at a higher level.

b) Supply of Teachers Fluent in French.

Problems of quantity and quality face English-speaking schools seeking teachers of French. One might assume that English-speaking districts could exploit the large potential of native French-speaking teachers in New Brunswick. Certain local features facilitate making this assumption: the land area of the province is not so extensive that a French-speaking teacher moving to the south would find it difficult to visit

home; the siren call of the main urban centres in New Brunswick which are dominantly English-speaking. Practice does not support this line of reasoning. Few French-speaking teachers have come to teach in English-speaking schools.¹⁴ The few that did apply for teaching positions in St. John did not pass a test on fluency. The great majority of senior school teachers in Moncton are French-speaking in home background, however, the reverse situation exists in the earlier grades. One teacher that arrived from Switzerland is employed in a rather unique fashion in St. John. He visits French classes to talk and answer questions on such aspects of life in France as skiing.

Little in-service training of teachers for French prevails. Responsibility is left to the superintendents who call two-day fall conferences where teachers might meet for a few hours in a subject group. More activity in the field of in-service education will come from the work of the French Council, an affiliate of the New Brunswick Teachers' Association. Organized in the spring of 1964, three meetings were held in the school year, 1964-1965. Twenty-five to forty teachers attended the sessions in Fredericton for lectures, demonstrations and discussions on such topics as developments in teacher training. Membership has not grown to a sizable figure - twenty-five had paid the \$2.00 dues by May of 1965. Since a considerable number of teachers of French teach other subjects as well, the name of the group was changed from French Specialist Council to French Council. A feeling that the Council

14. No statistics are available. - The generalization is based upon interviews.

is concerned solely with high school problems has tarnished its appeal to teachers of French in other grades. Secretarial and financial support from the parent body should enable the Council to extend its activities.

One difficulty that the Council has in recruiting is the absence of a specialist certificate for teachers of French. Generally in the largest centres - St. John, Fredericton, Moncton - the teacher of French has an honors degree in the subject. Outside that narrow group teachers of French are generalists. The experiences of two such teachers in different communities illustrate the problem. Both have had more advanced instruction in French than is usually found in the upper elementary grades. A instructs French in grades seven, eight, and nine, as well as two periods of ~~health~~, two of music, one of art, five of mathematics. He has five spares per week - three of them in one afternoon. Teacher B teaches grade seven French in addition to five other subjects. Both are in above average general teaching situations.

The institutions engaged in teacher training have been quite active in devising new types of programmes to meet the shortage of teachers of French to English-speaking pupils. First, a special programme for teachers of French to English-speaking students has been in existence at the Teachers College, Fredericton, since 1962. Only the elite of applicants are allowed into the two-year sequence. This selective policy (the student must have 75 per cent in the French III matriculation examination) restricts entrants to 25. Twenty-three graduated in 1964 after receiving most

of their instruction in the French language. Unfortunately there have been no follow-up studies made of the graduating class. One teacher who graduated from the class found only one of ten fellow members teaching only French in New Brunswick. Some had left the province and/or teaching, but others found that their teaching situations did not permit any specialization. Trained as French specialists for pre-high school grades these teachers found that most teaching situations desired generalists. Second, the University of Moncton has been a pioneer on employing Voix et Images to prepare teachers in the oral method. The Department of Education has approved its sequence of three summer courses for grant purposes to salaries. But the number of applicants from New Brunswick has been declining. At one time, for example, the Board of Education in St. John sent ten to twenty teachers to take advantage of the summer course. A teacher was encouraged by a \$200 grant for summer study in French. Only two applicants came forth in the summer of 1965. Third, Mount Allison trains teachers for New Brunswick and Nova Scotia. Policy in the French Department selected and encouraged the top students in French to prepare for oral fluency. This emphasis will change. Not only has the French department departed from the university, but also before their hegira a report on the oral French programme recommended its curtailment. In addition, one should note that many teachers found the standards in oral French too high at Mount Allison and avoided the institution. Fourth, the Department of French at the University of New Brunswick has employed an instructor

who has had several years' experience in the Master of Arts in Teaching programme at Harvard University. A part of his responsibilities in 1965-66 will be coordinating the efforts in second language between public schools and the university.

The teaching situation is such that one professor of French recently declared that ninety percent of the teachers of French in New Brunswick are unqualified to teach the subject. Practice teachers arrive in schools frightened to speak French although they will enter classrooms where they must teach it.

Unfortunately there is little direct guidance for these reluctant linguists once they are employed. The Department of Education possibly will appoint a provincial supervisor by the fall of 1966. Little time could be left for classroom visitations once his primary duties were completed. He must become familiar with new trends; work with existing sub-committees; and help in the development of new programmes. There is no other supervision. St. John has the only position that could be termed supervision at the local level. This gentleman is the chairman of the high school French department and receives one-fifth less teaching duties in order to visit schools. He does not rate teachers but consults with them on improvement of their teaching strategies. A coordinator in Fredericton teaches most of the time and has little opportunity to meet teachers inside school time. The number of department chairmen in French is restricted to a few schools in the province. Therefore, supervision is limited to a general review furnished by a principal who frequently knows neither the language nor the methodology.

Informal means of improving fluency are rather limited as well. There are none of the organized social groups as L'Alliance. French television does not reach the southern part of the province; French radio suffers from atmospheric interference. The teachers interviewed in Moncton rarely spoke French outside of class. One teacher in St. John who possesses a masters from Laval finds her pronunciation off at the end of the school year and solves the dilemma by visiting Quebec whenever possible.

c) Teaching aids.

Considerable effort has been expended at the Departmental level in developing the supply of audio-visual aids related to the instruction of French.¹⁵ The Director of Audio-Visual education has searched for appropriate films from France, Belgium, United States and Australia that could help teachers in their instruction of French. There are 4,891 titles in the Audio-Visual depository with 926 having a French sound track and 1,274 French language prints. There is little demand for these titles. Only 1,657 screenings of the total 47,720 are in French.¹⁶ While overall totals were on the rise, 1963-64, the screenings in French language films dropped 6.8 percent and attendance by 27.5 percent.

15. Appendix G.

16. Annual Report of the Department of Education, 1964, p. 40.

Although a number of filmstrips with French captions are available, a similar depressing pattern exists in this area. A combination of factors can explain the lack of interest - few teachers are sufficiently trained in handling the equipment, the aids do not fit perfectly into the course of studies, the diction is too fast for the English-speaking students, some schools do not have a projector readily available to the teacher of French.

There is one language laboratory in a provincial public school. A wide range of programmes are available - A. L. M. and ones prepared for the course - for those students who attend during two of their four weekly French periods. No instruction by television is attempted by the provincial government. Notwithstanding the fact that CHSJ, St. John, televises the Nova Scotia series in French, only one teacher in the province is reported to have followed them. Interprovincial conflict is revealed in the radio series in French. ¹⁷ When New Brunswick undertook this part of the Atlantic School Broadcasts there was a much higher audience locally. Now that the broadcasts originate from Nova Scotia participation has dropped. These broadcasts are not directed toward a particular provincial curriculum but encompass materials of interest to any introductory course. A strong minority of teachers purchase the sets of records that match the texts employed at the fifth, sixth and seventh grades. One twelve inch long-

17. Details on the course are mentioned in the report on Nova Scotia. Those directed primarily to French-speaking pupils are illustrated in Appendix H.

playing disc accompanies each text. Some requests have been made to the Audio-Visual Bureau to purchase the Voix et Images series for distribution to schools. A minimum number of copies would cost about \$6-7000 - too heavy a burden for a Bureau that operates on an annual budget of \$25,000.

Supplementary reading materials also are in short supply. School libraries have limited budgets. One eighteen room elementary school had an annual library appropriation of \$75. Readers in French ranked well behind in the priority assigned The Hardy Boys and Nancy Drew. Public libraries are frequently divided into French and English sections. Titles in French do not have much circulation in English-speaking areas. ¹⁸ Librarians reported a problem of adjusting the reading difficulty of French readers to the maturity of novices in French studies. A small core of pupils were known to purchase French titles at local book shops.

V. CONCLUSION

Bilingualism in New Brunswick still remains a monopoly of the French-speaking populace. Learning French III frequently is regarded as another academic hurdle rather than a functional necessity. Pressure to take "more useful" subjects prevents English-speaking commercial and vocational students from selecting French. Guidance counsellors in the southern part of the province

^{18.} Appendix H.

report little local demand for bilingual graduates; National Employment Service offices in Fredericton and St. John rarely have such requests. Indeed most English-speaking teachers of French find few occasions to converse in French outside school hours. Such societal limitations undermine attempts to establish French as a living language in the minds of students. Film titles in French, for example, have met very limited response in the schools despite vigorous promotional devices adopted by the Audio-Visual Bureau. Any material that does not pertain directly to the final examination finds difficulties in winning classroom time.

A critical shortage of teachers for French III still exists. Insufficient numbers of English-speaking teachers of French enter courses stressing the oral approach at Teachers' College, Moncton University and Mount Allison University. A migration to the metropolitan areas of Toronto and Montreal ensures a steady drain from the local teaching force. Little assistance in meeting the shortage comes from the French-speaking teachers in the province. Some of the latter do not possess an appropriate degree of fluency; others have no interest in teaching French to English-speaking students; more wish to continue teaching in French-speaking schools.

Few notable strides have been made in programme development either at the elementary or the secondary school levels. The length and compulsory nature regarding the study of French are the major distinctive factors about the programme in New Brunswick.

Course materials and tests ¹⁹ are ones that can be found in other Canadian communities possessing different needs. Although the linguistic principles underlying A. L. M. and Voix et Images have general application, modifications must be made to the varying degrees of type and amount of training possessed by teachers, the type of supervision, and the amount of such instructional aids as filmstrip projectors. Unfortunately vigorous leadership is difficult as long as the present system of decision formation continues.

19. Appendix I.

APPENDIX A

1. Department of Education: H. Mahlmberg, Director of Curricula; A. W. Steeves, Director, Audio-Visual Bureau; J. Anderson, Correspondence Education; G. MacLeod, Director of Administration; B. MacEachern, Central Library Services; H. Irwin, Minister of Education.
2. Teacher Training: J. Picot, principal, Teachers' College; W. Love, Dean, Faculty of Education; R. J. Whalen, University of New Brunswick; A. MacBeth, Mount Allison University; L. Taillon, Moncton University.
3. Teachers: W. MacKenzie, superintendent, St. John; H. LeBlanc, superintendent, Campbellton; H. Clavette, superintendent, Edmundston; M. Sargent, superintendent, Fredericton; W. Moore, superintendent, Oromocto; A. Kingett, New Brunswick Teachers' Association; H. Grant, superintendent, Moncton; 12 teachers, St. John, Fredericton, Moncton; two members of French sub-committee Department of Education.
4. Others: Visits were paid to the N. F. B. offices in St. John, Fredericton and Moncton, and to N. E. S. offices in the former two localities.

APPENDIX B

Suggested Shorthand Program for Bilingual Students
Department of Education - Outline of Commercial Courses,
Grades X-XI-XII - (Fredericton: Vocational Branch, June,
1964), pp 31-32.
(Available on file).

APPENDIX C

Objectives of Education - November 1, 1963.
(Available on file).

APPENDIX D

Elementary Programme of Studies for New Brunswick Schools
(Grades I to VI) - 1963 (Revision of 1961 Edition) -
Booklet No. 2 - French for English-speaking Pupils in Grades
V and VI.
(Available on file).

APPENDIX E

Course of Studies in French for English-speaking Pupils
Edmundston City Schools - 1964-65.
(Available on file).

APPENDIX F

Minutes of Meeting of French Sub-Committee for English-speaking
Students - January 29, 1963.
Minutes of Meeting of French Sub-Committee for English-speaking
Students - April 1, 1963.
Minutes of Meeting of French Sub-Committee for English-speaking
Students - July 8, 1963.
Minutes of Meeting of French Sub-Committee for English-speaking
Students - October 22, 1963.

Minutes of Meeting of French III Sub-Committee - February 25, 1964.
Minutes of Meeting of French III Sub-Committee (English-speaking Students) - October 13, 1964.
Minutes of Meeting of French III Committee (English-speaking Pupils) January 19, 1965.
William J. Seely, Secretary,
(Available on file).

APPENDIX G

Films and Filmstrips (Films et films-fixes) - English & Français Edition - Distributed by Audio-Visual Bureau - Fredericton, New Brunswick - 1963 - 739 pages.

Films and Filmstrips (Films et films-fixes) - English & Français Edition - 1964 Supplement - page 743 to page 786.
(Available on file).

APPENDIX H

Albert - Westmorland - Kent Regional Library - 1963 - Circulation.
Albert - Westmorland - Kent Regional Library - 1964 - Circulation.
(Available on file).

APPENDIX I

Departmental Examinations (on completion of High-School Subjects)
French III - June 1963 - New Brunswick.
Departmental Examinations (on completion of High-School Subjects)
French III - June 1964 - New Brunswick.
Departmental Examinations (on completion of High-School Subjects)
French III - Comprehension - June 1964.
(Available on file).

REPORT ON THE TEACHING OF SECOND LANGUAGES IN THE
PUBLIC SCHOOLS OF NEWFOUNDLAND

Prepared by Lionel Orlikow
September 20, 1965.

INTRODUCTION

Generalizations about the state of education in Newfoundland are more hazardous than is the case in other provincial systems. First, two widely divergent levels of education prevail throughout the province. At one extreme are those few systems possessing features common to most medium-sized urban communities across Canada. The schools in the outports represent a much different picture. The spread in quality of instruction is revealed in the disparity in passing rates attained in the provincial examinations in French. A 77.4 percent record was made in the regional high schools, while the three to five room schools achieved 26 points less. (1)

Second, the system of denominational schools exercises manifold influences upon education. Officially the curricula are similar for all publicly supported schools. Execution of the printed word produces the variations. Differences occur in language enrollments. (2) Traditionally Roman Catholic schools have offered French and Latin to all pupils, although a decreasing number select the latter now. Latin was the sole language offered in Anglican schools at one time and it still claims more pupils than French. The two dozen students

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1. Annual Report of the Department of Education, 1963-64,
p. 113, p. 116.
 2. Statistical Supplement to the Annual Report of the Department
of Education for the School Year Ended June 30th, 1964, pp.52-54.

pursuing Greek and German are in Anglican schools. Latin is just holding on in the Amalgamated and United Church systems. Only French is offered in the schools administered by the Salvation Army, Seventh Day Adventists and Pentecostals. Another qualitative contrast in instruction is revealed in the salaries awarded teachers. Teachers in Amalgamated schools received almost twice the annual median salaries of those in Pentecostal classrooms. (3)

The official name of the province, Newfoundland and Labrador, must be examined. This study is concerned with the island system of education - not the schools on the mainland. Operationally the important schools in Labrador are private ones under the wing of The Iron Ore Company of Canada. They do not correspond to the schools of the province as a whole. Labrador City Collegiate, for example, contains two sections - English and French. For grades one through eleven, English-speaking children follow the curricula of Newfoundland, while those in grade twelve study a special course directed towards entrance at McGill. The Quebec programme of studies is followed by the French-speaking pupils in grades up to eleven. English-speaking students study French since grade two. The Voix et Images series form the bulk of current materials. Some other factors that distinguish these schools from those on the mainland: \$12,000 was expended to establish a school

3. Ibid. 1963, pp. 18-19. Amalgamated - \$3083; Pentecostal - \$1543.

audio-visual library - 50 titles of the 250 films are in French; virtually all teachers are university graduates; the teacher-pupil ratio is a low one to seven.

No visits were paid to schools in the outports. (4) Undoubtedly some exceptional teachers of French are found in the small one- and two-room high schools, but no time was available for such a search. One must note that the leadership in the language committees is drawn from the St. John's area. Principals, teachers and university professors attend meetings after school hours. There are two Departmental committees on French. The Director of Curricula calls together ad hoc groups on such matters as the selection of a new text. Early in 1965 the Minister of Education appointed his own committee on French to suggest guidelines for language teaching through the school programme. A third group undoubtedly will influence the course of language instruction. The Royal Commission on Education and Youth is currently examining all aspects of education in the province.

University matriculation in Newfoundland is obtained on successful completion of grade eleven. Grade twelve is optional. The few schools offering that grade follow the programme of studies of Nova Scotia.

II - THE SITUATION IN LANGUAGE STUDIES

On paper the Department of Education authorizes five

languages - French, Latin, German, Greek and Spanish. The latter three can be discarded for all practical purposes. Greek had some adherents in pre-Confederation days when students prepared for the external examinations of the University of London. Spanish in recent years has been confined to a handful of sisters preparing to move to missions in Latin America. One student wrote the matriculation examination in Spanish in 1964. A half dozen pupils are enrolled in German. All are children of German immigrants. Only Latin and French have written programmes of study.

Latin is languishing. Rarely do students select Latin as their sole language option; generally it is pursued in addition to French. Latin commences in grade seven or eight; Greek in eight or nine; German in nine. The majority of students meet French in grades seven or eight, however, some start in each grade from two through nine depending on the policy of the individual school.

A number of external restrictions hamper the extension of languages other than French. First, Memorial University, predominantly a teacher-training institution, counsels college students away from those languages not taught in secondary schools. Second, matriculation requirements usually restrict a student to one language option. Students desiring another

language often must take it as an additional subject. French frequently, Latin occasionally, are the only languages offered in timetables across the province.

The main compulsion for a student to pursue language study comes from a need to meet the university entrance requirement. If the student's average slips, the language is the first subject dropped to lighten his academic load. Another proof is the rule that students desiring government scholarships in grades ten and eleven must write one paper in a language. The few secondary school pupils enrolled in commercial or vocational programmes do not receive any second-language instruction in the secondary school grades. However, a number of local administrators do rule that all students take French. Pupils dropping the language are considered potential school drop-outs. For example, only six of some 560 students at one high school did not select a language. The principal attributed the failure of the six to "their poor attitude".

Nearly three-quarters of the pupils in grades eight through ten are enrolled in at least one language. (5) One-quarter have one more year of instruction. No figures are compiled for the grades up through six. The Department of Education has issued blanket permission to local schools to

introduce French at any grade as long as the extra option does not interfere with the total programme. A three-year series of teaching guides in French commences in the fifth grade.

No time limit is specified for the study of a subject. Four to five periods at 40 to 60 minutes each is the general range in grades nine through eleven. Early grades would devote two or three sessions at forty minutes. A survey conducted by the Department reveals a much wider scope in practice. (6) The amount of time in grade eleven French ran from a low of 135 to a high of 300 minutes weekly and at grade nine from 120 to 240 minutes.

No languages are offered through the Correspondence Branch. All courses for grades one through eight are purchased from the Nova Scotia Department of Education. Most pupils enrolled in correspondence courses are completing requirements for the high school diploma which does not require a language option. The feeling in the Department is that college preparatory students can continue their education in consolidated schools through the extensive bursary programme.

III - DIRECTIONS IN REVISION OF FRENCH

No definite guidelines for general language study have been charted. Interest in recent years has been confined

6. Department of Education Newsletter, Volume 15, Number 6, February 1964, and Volume 15, Number 4, December 1963.



to the field of French. Current thoughts of one Departmental sub-committee in French indicates that two streams could be established. One would be a three-year programme covering grades nine through twelve; students in isolated schools could follow this abbreviated approach. The other would diverge from the traditional pattern in concentrating upon an aural-oral approach over a six year period. The establishment of divergent methods would reflect the polarity existing within the educational system of Newfoundland. Two other suggestions lean to retention of the core of a standard final examination. One would attach a note about the student's oral competency in French to the certificate of graduation; the other would provide an optional section for oral testing for those schools where such an approach is feasible.

Only a small minority of pupils is expected to select the longer pattern. One indication of possible numbers stems from current practice on the grade eleven French departmental examination. Ten marks are allocated on an optional basis for a section on dictation. Only ten percent of the numbers writing take this option.

It is highly probable that an oral-aural approach will be taught in the major urban centres. Although French has been encouraged by the Department in the upper elementary grades since 1960, only ten centres in the province have

introduced such programmes. (7) The only programmes in elementary schools noted were in the city of St. John's. Schools in the Roman Catholic system commence French in grade two for two periods of thirty minutes each per week. Students purchase texts from the Bradford series. One teacher has all classes through the succeeding five grades. She faces a demanding schedule of oral instruction in teaching a steady six to seven hours daily to heterogeneously grouped classes of forty pupils. The first elementary programme in Newfoundland commenced in the United Church schools in 1959. Now the general outlines of the Department are followed commencing in grade five. Two teachers, one coming from Montreal and the other having lived in France for several years, instruct up to grade eight. The grade eight Departmental examination places a brake upon the development of conversational skills. No attention is paid to testing aural-oral skills in that examination.

The programme suffers from a conflict between idealism and practicality. Officially the programme is "to teach French as a language to be spoken and understood when spoken by others". (8) In line with a general desire to make Canada a bilingual nation, the Department of Education extended French into the elementary grades. (9) Commencing in grade five, three teaching guides

7. No statistics are available on the numbers enrolled.

8. Annual Report of the Department of Education, 1964, p. 94.

9. Ibid. 1963, p. 94

contain lessons with suggestions on how to teach orally. (10) Times for employing various illustrations, questions for everyday situations, review items, are contained in the guides. Although the programme is directed towards oral fluency, the outline easily slips into the traditional written translation approach in the hands of an unskilled teacher. The lack of continuity in texts from the elementary to the secondary schools also retards progressive development of skills.

What is the actual objective of French instruction? A number of comments by local educators depreciated any lofty goals. First, biculturalism and bilingualism is a mainland issue - not one for Newfoundland. The French-speaking community is confined to a "small mongrel pocket" on the west coast divorced from major centres of population. Second, Quebec is not popular. A few officials commented on how that province publishes maps that include Labrador as part of Quebec. Several dredged up anecdotes about the conduct of French-Canadian regiments stationed in Newfoundland when the locals were off fighting overseas. Third, some students feel that the study of French is effeminate. Perhaps a limited and latent objective is the necessity of curing this antipathy to learning French. A programme stressing fun through such devices as playing games and singing might overcome some of the pronounced resistance found by some teachers among their children.

IV - MEANS OF REACHING THE OBJECTIVES

1. Teaching Force - The dearth of teachers possessing any degree of fluency prohibits any widespread acceptance of a course emphasizing aural-oral skills. Three problems bedevil any improvement in the immediate situation. One is the paucity of local teachers with a French-speaking background. Few English-speaking teachers and indeed fewer French-speaking teachers from any province emigrate to Newfoundland. A second critical problem is the extremely limited academic foundation possessed by the teaching force. Only one-half have the equivalent of one year of university training and thus perpetuate the faults of their high school French instruction. Opposition to courses stressing oral fluency is a third problem. Some teachers feel that a stronger traditional approach concentrating upon reading is preferable. Their reasoning is based upon the fact that there are so few opportunities to speak French on the island. Therefore, they conclude, any oral skills developed by the school soon would be lost through disuse.

Despite notable strides in overall enrollment figures, little help from Memorial University is expected to break the dismal picture in language training. Education 413 is the methods course designed for senior students preparing to teach a subject of speciality. Few students reach fourth year at Memorial and only a handful prepare in French. The record of

the class of 1962-63 serves as an example. Only one remained in teaching in Newfoundland in 1964-65 - and a baby was on the way. One unofficial estimate counted thirteen French majors teaching in the province during that same school year. No progress has been made to establish a special course in French for university students in the first or second year. The proposal envisages a combination of content along with practice in teaching techniques. A jurisdictional dispute between the Departments of Education and of Modern Languages has prohibited any such course. A few teachers do attend the conversational courses in French sponsored by the Extension Department of the University. However, most activity in adult education in Newfoundland is devoted to the six R's - remedial reading, remedial writing, and remedial arithmetic.

In-service training for language teachers is virtually unknown. Some discussion about methodology is contained in some of the district meetings sponsored by the Newfoundland Teachers' Association. No specialist council has been organized for teachers of language. Preliminary discussions in the provincial organization suggests that such a group will be formed within two years. A teachers' group organized in St. John's a decade ago in order to improve oral fluency collapsed. The active membership soon was confined to teaching sisters out for a social evening and teaching brothers on those evenings

when there were no hockey games. The influx of students from the University of Toronto into St. Pierre during the summer months has priced that French locale beyond the pocket books of the average Newfoundland teacher of French.

A small core of native French-speaking teachers of French are known on the island. Those from the mainland or France generally are wives of native Newfoundlanders. If they do not possess the required academic credits, they can receive a special certificate to teach French to English-speaking pupils. Their native language must be French. Another trickle of teachers with fluency stems from St. Pierre and Miquelon. About a dozen are teaching in various communities in the province. (11) Their motives for emigrating to teach vary: a few wish to learn English; higher salaries attract others; some attend high schools in St. John's and stay on. Invariably they teach in Roman Catholic schools. Further exploitation of this source is doubtful. The potential number of teachers on the two French islands is quite limited. Furthermore, some unhappy teaching experiences have been recorded. Classroom discipline proved beyond the resources of some; a few "girls have gone wild" once out of the confining environment of St. Pierre.

Current school organization in the province does not

11. The Education Section of the Dominion Bureau of Statistics only noted three teaching in the province, 1964-65.

encourage specialization by subject matter. There is little departmentalization in elementary schools which are organized on a grade one through eight basis. Four junior high schools (grades seven, eight, nine) existed in 1964-65. A few systems have employed itinerant teachers for the early grades and receive regular grants. If more of these "supplementary" teachers are hired it is quite possible that this unofficial Departmental practice might be discontinued. Even at the high school level the amount of specialization is limited. A study on this topic was conducted among teachers in regional and central high schools, in other words, the top schools. Only 19 of some 187 teachers of French were teaching that subject exclusively. The remainder taught French in combination with other subjects: 64, one subject; 51, two; 33, three; 20, four plus. (12)

Unfortunately little guidance is provided for the majority of teachers of French who are unqualified. There are no modern language supervisors nor inspectors at either the local or provincial levels. General supervision is quite minimal. Aside from the teaching guides mentioned previously, the sole direction in the senior grades exists within the covers of the textbook and the Departmental examination based on it. (13) Latin does have a teaching guide and a course of study; Spanish possesses tests and practice exercises. (14)

12. Dr. C.R. Barrett, "Subject Specialization Studies", NTA Journal, February, 1965, pp. 40-44.

13. Appendix C.

14. Appendix D, Textbooks and Curriculum Bulletins, 1964-65, note pp. 19-22 for the lack of supports for most languages.

The actual programmes rests upon the quality of the teacher in charge. The dangers of this personal base is illustrated in the two schools in Gander. Both have attempted to establish a course in conversational French. One had a teacher in 1962-63, no replacement in 1963-64, a degree teacher in 1964-65, no replacement in 1965-66; the other had a teacher from St. Pierre in 1964-65 and no replacement in 1965-66. Frequently a new course commences for all grade levels when the new teacher arrives.

The Department of Education appears quite optimistic in achieving the goals of oral fluency once the teaching shortage is cured.

"In a number of schools progress in this direction (understand the spoken French when spoken by others) is up to every expectation. It seems that only the scarcity of teachers capable of teaching the language aurally-orally prevents our new French program from achieving its objectives all along the line". (15)

In view of the current quality of instruction in French in the province the Department might establish more fundamental degrees of proficiency: How to teach French without knowing the language?; and at a higher level - How to teach French without opening one's mouth?

2. Audio-visual Aids - The mechanical aid in Newfoundland cannot supplement nor substitute for the inadequately trained teacher of languages in the near future. The handicap in lack

of equipment is compounded by difficulties inherent in the geography of the province.

Education through the media of television is just in the planning stage. Although a few teachers view such national broadcasts as Visite au Québec, no plans have been drafted on any series related to the provincial curriculum. There are no language laboratories in the publicly supported elementary and secondary schools. The laboratory at Memorial University has done yeoman service in improving the fluency of college students.

The central film library of the Department exists in St. John's, the most eastern point on the island. Transportation to many schools consumes two weeks. No thought has been given to adding to the current stock of prints on language. A constant demand is expressed by teachers for the one series of twelve titles and the seven individual prints. All focus on life in France. Much more interest in the Audio-Visual Bureau has gone into building up filmstrip collections in schools. This medium provides an inexpensive audio-visual tool. Those available in the Bureau's office have not been in use to any degree. The eleven titles concentrate upon grammatical points.

The major audio-visual support for language studies in Newfoundland comes from two radio series. They are prepared in co-operation with the Canadian Broadcasting Corporation and



directed towards pupils in grades five and ten. (16) In 1963-64 a programme was directed towards students in grade eight. A guide book accompanies the broadcasts with an outline on each of the 34 lessons. Illustrations, new words, special expressions, questions for the teacher to ask the class, songs, provide the written materials in the book. A series on Latin was produced in 1961-62, but the limited audience precluded its continuation. An important by-product of the radio broadcasts is the tape recording service. Three copies of each of the three series are popular with those schools having poor radio reception and large schools with timetable problems. The tapes are based upon the radio programmes. Tape recorders generally are owned by the classroom teacher.

The integrated media approach in the teaching of languages is just in its infancy in Newfoundland. Only one school has employed one of the currently popular series - viz. A.L.M. The teacher in charge employs the materials as supplements or fillers to a regular textbook approach. Since he is the chairman of the provincial sub-committee on French, an audio-visual emphasis is doubtful in future programmes. Responses to a questionnaire from the major eighty schools

in the province reveals the low level of audio-visual technology. (17) Twenty-six schools had purchased some tapes and/or filmstrips; thirty borrowed them from the Department of Education; the remaining forty had none nor borrowed any. The existing Departmental grant policy does not encourage the purchase of certain types of equipment. Schools receive \$100 towards the cost of a motion picture camera (whatever the cost), \$25 to a filmstrip projector, and no direct grants to other types of equipment.

Supplementary reading materials vary. Larger high schools possess such periodicals as Paris Match. The poverty of general library sources checks any push towards language titles. The average amount expended per pupil for library books is \$.39 annually. The despair of the chief librarian is indicated in her analysis of the desperate situation: "A close look at the following hard facts will indicate that for the most part we are really doing little more than marking time at present". (18) Further frightening statistics are indicated in the findings of another report that found many schools without any form of library. (19) Chart two summarizes the bleak picture.

17. Department of Education Newsletter, Volume 15, Number 6, February 1964.

18. Annual Report, 1964, p. 190.

19. Dr. W.J. Gushue, "Survey of Library Facilities in this Province", N.T.A. Journal, February, 1965, pp. 21-23.

V - CONCLUSION

French is a foreign language in Newfoundland. For the mass of students such terms as bilingualism and second language have little relationship to the status of the subject. No functional employment of the language is seen within the community or the province. Furthermore, those artificial stimuli provided by audio-visual aids have had scant influence on language teaching. Latin is equivalent to French in utility.

Only a revolution could provide a change of direction. So many issues must be settled before the lesser priority item of language instruction is tackled. For example, it will not be until 1970 before all teachers have at least one year of university education. (20)

No simple remedy is available in the area of means designed to improve language instruction. First, how appropriate are such popular programmes as A.L.M. to the needs of pupils in Newfoundland? These programmes concentrate upon continuous development of language skills over a period of some four to six years. The retention rate of pupils in certain urban centres of Newfoundland is such that the full potential of the programme cannot be realized. The drop-out rate provincially is great. Not more than one-quarter of these students in grade two complete grade eleven. (21) Programmes designed for local needs are essential.

20. Annual Report, 1964, pp. 12-13.

21. Department of Education Newsletter, Volume 15, Number 2, October, 1963.

Second, how can communities afford to respond quickly to new developments? The knowledge explosion will produce many changes in language content and the means to teach same. Frequent alterations to materials is extremely difficult. For example, parents purchase textbooks for their children in Newfoundland schools. Continuity in curricula ensures that texts can be resold or purchased second hand. Concern for the parents' pocketbook over educational theory has preserved the authorized position of the grade five geography text for 27 years, the one in grade nine for 18, and the grade ten text in English for twelve.

Third, how can any aural-oral programme be taught successfully by teachers who are missing many teeth (real or false)? Years of neglect from lack of milk and few dentists contributes to this structural defect in numerous provincial teachers. What unexpected speech patterns are the product?

Examiners who mark the French for the Atlantic Provinces Examining Board find those from Newfoundland to be either among the very best or the very worst papers. The extension of new programmes in French will increase the chasm between the polarities.

CHART I - STUDENTS ENROLLED IN EACH LANGUAGE, GRADES 7-11, 1962-63, 1963-64

A) 1962-63

LANGUAGES	VII	VIII	IX	X	XI	Grand total
English	12,311*	11,084	10,349	6,821	4,770	45,335
French	3,922 (31.8%)	7,240 (65.3%)	7,817 (75.5%)	4,920 (72.1%)	3,030 (63.5%)	26,929
German	-	-	2	2	1	5
Latin	1,114 (9.0%)	3,557 (21.1%)	2,905 (28.0%)	1,506 (22.1%)	877 (18.9%)	9,959

B) 1963-64

LANGUAGES	VII	VIII	IX	X	XI	Grand total
English	12,514	11,275	10,893	6,880	5,076	46,638
French	4,967 (39.7%)	7,939 (70.4%)	7,868 (72.2%)	4,954 (72.0%)	3,556 (68.3%)	29,284
German	-	-	6	-	-	6
Greek	-	3	5	6	3	17
Latin	3,049 (24.4%)	3,841 (34.0%)	2,869 (26.3%)	1,586 (23.1%)	977 (18.5)	12,322

*Percentages compiled by author on basis of enrollments in English.

APPENDIX A

1. Department of Education: D. Gough, Director of Curricula; H. Parsons, Director of Public Examinations; S. Murray, Correspondence Education; B. Windsor, Director of Audio-Visual Services; R. Kennedy, superintendent, Roman-Catholic schools; G. Frecker, Minister of Public Affairs.
2. Teacher Training: J. Hickman, Dean, Faculty of Education; J. Stocker, Department of French.
3. Teachers: R. Brennan, president, Newfoundland Teachers' Association; J. Andrews, chairman, French sub-committee; four teachers in three schools, Gander; six teachers in three schools, St. John's.
4. Others: The National Employment Service and National Film Board offices were visited in St. John's.

APPENDIX B

French - A Teaching Guide - Grade V - Authorized by the Minister of Education - Division of Curriculum - Bulletin No. 28-A - February, 1963 - Department of Education, St. John's, Newfoundland. Page 1 to 90 - (Available on file).

French - A Teaching Guide - Grade VI - Authorized by the Minister of Education - Division of Curriculum - Bulletin No. 29-A - February, 1963 - Department of Education, St. John's, Newfoundland. Page 1 to 55 - (Available on file).

French - A Teaching Guide - Grade VII - Authorized by the Minister of Education - Division of Curriculum - Bulletin No. 37-A - December 1964 - Department of Education, St. John's, Newfoundland. Page 1 to 45 - (Available on file).

APPENDIX C

Public Examinations conducted by the Department of Education - Newfoundland, 1962, 1963, 1964 - Authorized by the Minister of Education - St. John's, Newfoundland. (Available on file).

APPENDIX D

Newfoundland Department of Education - Textbooks and Curriculum Bulletins - 1964-65 - Grades I-XI - Authorized by the Minister of Education. (Available on file).

APPENDIX E

Division of Audio-Visual Education - Department of Education St. John's, Newfoundland & Labrador - A schedule and Guide Book of Provincial School Broadcasts - Presented by the Newfoundland Department of Education in co-operation with the Canadian Broadcasting Corporation - Authorized by the Minister of Education - 1964-1965.

REPORT ON SECOND-LANGUAGE TEACHING IN THE NOVA SCOTIAN PUBLIC SCHOOLS

Prepared by Lionel Orlikow
September 26, 1965.

I INTRODUCTION

"the pupils cannot profit by it (French), and are not interested in courses for university, and are not interested in academic courses. French is an academic subject."

"the social climate does not encourage such study (the learning of a foreign language)."

"all pupils regardless of whether they have the ability or wish, must take a foreign language -- particularly French. This means that teachers have classes of forty pupils where thirty-five not only do not want to learn the foreign language, but actually resist learning it."

The above statements on the standing of French for English-speaking pupils are drawn from the Third Annual Conference of the Modern and Classical Language Teachers Association of Nova Scotia.¹ Such open debate about the value of language study is unusual in Canadian educational circles. Virtual unanimity is the order of the day. School boards, teacher groups, administrators, university instructors, mass media, generally expect that the schools can produce a high degree of fluency among all pupils.

The uncritical spirit fosters a lack of precision about goals. Eventual fluency is assumed in the four language skills as well as modification of such deep-seated values as intercultural understanding. Failure to deal with ends renders much of the discussion over means a sterile pursuit. For example, the Nova Scotian debate produced this possible alternative in the address of the keynote speaker at the Third Conference. After examining the position of French in

1. Appendix A. Modern and Classical Language Teachers Association, Report of the Third Annual Conference, (Halifax: Nova Scotia Teachers Union, 1963), pp. 10-16.

Nova Scotia, Dr. H. Smith, president, Kings College,
suggested:

"comprehension of the second language added to the active use of one's own tongue; or, if you wish, aural in the second, oral in the first language. In practice, therefore, the French-speaking person would use his mother tongue, which you will learn to understand if you are at all interested, then you would reply in English... Communication would then result, where now there is almost none. A person may even learn to speak the two languages (probably the French Canadian)."¹

It is difficult to bridge the gap between cause and effect in education. However, the debate in Nova Scotia could have stimulated some unusual features found in the status of French. First, the most outstanding is the establishment of provincial educational television broadcasts in order to overcome a severe teacher shortage in certain subject areas. Second, one major system dropped an experimental programme in French. Experiments in education do not fail. Invariably when French is introduced on an experimental basis, full acceptance into the total pattern soon follows. Third, the extension of French down through the elementary grades has been slower than in many Canadian provinces.

Sampling errors could produce distorted generalizations. However, the procedure employed in other provinces was followed in Nova Scotia. Personalities in standard positions at the

1. Ibid, p. 8. A contrary opinion and much more accepted in the leadership of the M.C.L.T.A. is stated in Appendix B, Committee on the Dual French Programme of the Modern and Classical Language Teachers Association of the N.S.T.U. 1964.

Department of Education were contacted to comment on the situation within their areas of competency. The director of curricula, the audio-visual director and the supervisor of correspondence studies are three such examples. Supervisory personnel in the major urban centres were interviewed. Leads provided on informed teachers of language and outstanding programmes were followed up. Available printed sources were scanned for materials directly on the language picture and on general educational developments in the province. It is in the latter field that Nova Scotia differed most profitably. The Modern and Classical Language Teachers Association (M.C.L.T.A.) has produced some worthy publications not generally produced by other teacher's organizations.

Schools were visited in Truro, Halifax, Dartmouth,
New Germany, Digby and Yarmouth.¹ The rural visits were prompted by an interest to see the impact of the television course in French. School organization in the province is rather complicated. For example, some of the grade structures in Halifax are either one-six, or one-eight, or one-nine, or seven-nine. Grade twelve presently is the equivalent to first year college. The General Course is a stream provided for students not proceeding to university entrance nor in the commercial-vocational courses. Dartmouth has a form of advanced placement. An accelerated programme

1. Appendix C.

in French and German completes five years of those subjects in four. The selected students commence in grade seven and by grade twelve write examinations equivalent to second year French and mathematics at Dalhousie. The term second language is employed in the report though foreign and modern languages were heard most commonly.



II. SITUATION OF LANGUAGE STUDIES.

More languages are in the curriculum of Nova Scotia than is the case in other Maritime provinces. Four have programmes of study - Greek, Latin, German and French. Gaelic was offered in a few classrooms until the late 1950's. A mystery surrounds the numbers writing Spanish in 1960-61. No Departmental official can explain this isolated occurrence. Only in that one year were students recorded. There is no programme of study for Spanish.

A similar pattern to that found in nearby provinces¹ is revealed in the enrollment figures. The great majority of students study French for some years. Approximately 90 per cent of those enrolled in grades seven, eight and nine study that subject; over seventy per cent for two additional years; and two-thirds remain for a sixth in grade twelve. Latin is the second most popular in terms of enrollment figures. Roughly one-third of those embarking upon its study complete the course in grade twelve. A slow decline in overall percentages enrolled in Latin has occurred over the past few decades. A distinctive place in the language situation is occupied by German. Nova Scotia is the only Maritime province to offer the subject on a regular basis. However, German is unknown in most high schools of Nova Scotia. The handful of applicants for Greek receive instruction outside of school hours.

1. Chart one.



Study of a second language is not compulsory, although three-quarters of the pupils by grade eleven have five years of instruction in at least one. Officially only English and history are required by all students. The predominance of second languages in student options rests upon the emphasis of the college-entrance curriculum. The minority selecting other curricula have no opportunity to study a second language. The "functional" courses - commercial, vocational, General - do not provide such options.

A Gaelic adviser was appointed to work in the Department of Education in 1950. Through his efforts a few schools, primarily in Cape Breton, introduced its study for four weekly periods each at one half hour in grades eight, nine, or ten. The Nova Scotia Teachers' Summer School through 1950-55 provided instruction for some 53 teachers of Scotch-Gaelic; twelve teachers attended St. Francis Xavier in the summer of 1964 for instruction. The language has disappeared from public school classrooms for a variety of reasons: the end of isolation in many small communities where the language was preserved; the departure of Angus L. Macdonald from the premiership; the death of the adviser during the late 1950's; an already crowded total programme.

Until 1960-61 a handful of students began study of Latin in grade seven. Now a four year course commences in grade nine.



A teaching guide was prepared in 1956 for the Classics.¹ Much of the work focuses upon objectives that defy precision:

"(4) To foster in pupils a thorough study of the best of the past and the perception of relationships";

and those that remain in the sphere of rather ethereal goals of education:

"(6) To establish habits of accuracy, industry and perseverance in the face of difficulty."

"(8) To illustrate the duties, rights, and loyalties of citizenship and to promote the good life of the community."

Mundane exercises more adequately reveal the framework of the course. For example, grade eleven students must learn "Use of quam with the comparative degree" and the "The tenses of fio - indicative mood." Although most universities have dropped Latin as an entrance requirement, Dalhousie is rumoured to favour entrants with some background in Latin.

German operates in precarious position. The small number of pupils are concentrated in a few centres of the province. About six per cent of the enrollment of grade ten commence its study - a total that drops two per cent each succeeding grade. The teaching guide mimeographed by the Department of Education provides many benefits derived from the study of German: importance in furthering studies in science and the humanities as well as "the enormous importance of German writing² and thinking in the development of the modern world." The course

1. Classics: A Teaching Guide; Latin, Grades 9-12; Greek, Grades 10-12 (Halifax: Department of Education, 1956), P.9.

2. Appendix D



in theory attempts to provide the usual skills in speaking, recognition, reading, writing, in addition to providing an opportunity to study German culture and another means to study the structure of language.

The exigencies of the teaching situation do not permit any close approximation of these goals. First, the outline tries to contain a similar amount of content as French. Only one-half the number of years are employed in German studies. Second, a more heterogeneous group of students crowd the small German classes in grade ten. "A comparatively small group" is "genuinely" interested in the study of languages; a goodly number have failed Latin and French - German provides a last opportunity to obtain a matriculation language credit; a soon-to-be disillusioned crew feels that German is a "snap" course. Third, little oral work is possible in the limited amount of time. German as "a living language" is nigh impossible when a written examination must be faced.

Lack of strong administrative support contributes to the already weak position of German. First, no audio-visual aids are available from the Department of Education. Little free time for such aids is possible after covering the rudiments of a heavy course in three weekly periods of forty-five minutes. Second, no methods courses in German are offered in Maritime universities. The fact that local professors of German generally have been educated in Europe and have no appreciation of

the problems of the public secondary school is an additional hurdle.¹ Third, little community reinforcement for the school teaching of German can be found. One rarely hears German spoken in the homes of Lunenburg county. Family Bibles in the language are not too unusual in that area of Nova Scotia. Supplementary materials must be ordered from the German consulate in Montreal or the Embassy in Ottawa.

No new developments in the teaching of German are foreseen in the next few years. The Department of Education has not called the German sub-committee since 1962-63. One recent interesting innovation occurred in the spring of 1965 in the field of aural testing. A professor of German from St. Mary's University visited three centres to conduct tests of individual pupils - conversation (5 marks), dictation (10), comprehension (2), and reading (3). Three hours were sufficient to test 24 pupils.

The Department of Education does not fix the amount of time for the study of each subject. The Programme of Studies suggests nine to twelve per cent of the week for a language. Generally most grade nines receive three periods at 40 minutes, although a few do meet five times. Four sessions weekly is common in grades ten through twelve.

1. Marjorie Mader, "Can We Bridge the Gap", The Nova Scotia Teacher, February, 1964, p. 34.

III THE TEACHING OF FRENCH

Although French is officially not a compulsory subject, over 80 per cent of the student body in the senior grades complete four years of French study and two-thirds, an additional two. It is the expected thing to do to take French. Generally the only way to escape the subject in grade seven, for example, is upon parental request or by the recommendation of the school that the pupil would derive no academic benefit.

The time devoted to language study rises from three to four periods weekly in the grades seven through twelve period. The few elementary school programmes provide daily instruction - five sessions at fifteen to twenty minutes. There are local variations. One junior high school cut out industrial arts and home economics to furnish five periods at forty-five minutes.

Aside from the content of television programmes, the official curriculum in French has not been revised since 1955. The first meeting of a reconstituted sub-committee on French for the Department met in late May of 1965. Preliminary discussions did not indicate a nascent revolution in language instruction. A strengthening of existing aids was forecast - radio, television, tapes. No interest was shown in such "expensive" programmes as typified by the series issued by the Encyclopedia Britannica Films. Any modifications must fit the level of teacher competency in the province.

The Programme to be selected by the sub-committee in 1965-66 will be tried out in the customary pattern. A pilot school where there is a sub-committee member will use the materials for the year 1966-67. Subjective assessments will be made by the teaching personnel. Tighter criteria are not employed due to the brevity in time to produce definite results and to administrative difficulties within a school. Once a programme gains the sub-committee's approval, general adoption is possible.

Current printed objectives of teaching French are conventional:

"To encourage and promote knowledge of the French language";
"To develop an acquaintance with and an appreciation of the culture of the French people, those living in Canada as well as those living in other parts of the world." (1) (2)

To attain these general aims priority is placed upon understanding and speaking over reading and writing. The teaching guide concludes that "It is essential that the oral part of the course be given to all children taking French" and desires that it be 40 per cent of the final mark. The matriculation examination contains an aural test administered by means of phonograph record. Three types of questions are sentences in French, multiple choice answers; a dictation in French; a French story, true-false answers in English.³

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1. Appendix E.
 2. Appendix F.
 3. Appendix G. An attempt to provide oral testing in 1963 cost too much for the individual school. University professors were engaged at \$50.00 per day.

The Department of Education encourages French at the elementary school level. If a school wishes to make time for its study, permission is granted. No statistics are available on the numbers that have taken that opportunity. The shortage of secondary school teachers, however, precludes much extension to early grades.

Halifax has the most ambitious project in elementary school French. A previous push collapsed in 1957-58. Classes in four experimental schools met with great success. When the programme spread to other classes with less qualified personnel, the same results did not materialize. Now initiative is left to a principal to introduce the subject if qualified staff is available.

St. Stevens is the showplace of French instruction in the early grades of Halifax. It is the only school where French is organized on a school-wide basis in grades four through nine. Chilton materials form the core of the programme; a more concrete base than the Tan-Gau method formerly employed. "Bilingual" teachers carry most of the teaching. There is a specialist for each of the junior high grades; in the elementary grades, where no subject specialization is possible, teachers exchange classes. "Bilingual" is interpreted loosely. One junior high teacher possessing two University French courses employs little French in class and prepares his students for the city-wide written examinations. One must note the contrasting situation where the grade seven instructor went to a two week

training course at Chilton in Philadelphia, or the two teachers who attended Extension classes in conversational French.

No television programmes from the Department are employed. The principal believes that the Chilton materials render a flexibility in scheduling that the fixed nature of television does not permit. Moreover, to follow television would dictate building the total school timetable about one subject. Radio broadcasts in French do not interest pupils.

Three major hurdles must be overcome before other schools in the province can follow the lead of St. Stevens. First, principals, the middle-management of education, must place French at the top of their priority of educational needs. Many competing demands - a new reading programme, a strengthened science course, just system maintenance - consume their energies. The principal of St. Stevens has devoted many hours aside from his regular duties in planning. Second, a fresh source of revenue is essential. Some school principals are keen to adopt French, but no funds are readily available. St. Stevens spent about \$1,000.00 on equipment and materials. Fortunately a lively Home and School Association raised much of the moneys through plays, teas, and other community projects. Third, the perennial issue of qualified staff bedevils all schools.

Voix et Images is employed in several junior high schools in the province. One in Dartmouth will provide the series for top students in grades seven, eight and nine in the 1965-66 school year. The first products might be kept together in one senior high school to form a longitudinal study. A similar type of

extended observation is planned by one junior high school in Halifax. Three schools contemplate using a set of the Encyclopedia Britannica Films on a rotating basis.

Two school districts dropped their elementary French programmes. After one year's experience Yarmouth doubted the value of expending two weekly periods of fifteen to twenty minutes. Below average academic pupils were found to retain little French; furthermore, local experience revealed that this type of pupil is a potential drop-out from school and/or French. A local "bilingual" lady was employed on a half-day arrangement. Dartmouth discontinued its programme that had commenced in grades three and four. The superintendent saw no specificity in the objectives in available programmes. Furthermore, he wondered if teaching conversational French was "a waste of time and effort" since there was no need for such skills in the local community. If residents did ask for such a course, they were referred to various adult conversational groups. Employment of teachers with fluency was not the deciding issue in Dartmouth. Wives of naval personnel formed an important local source.

The general picture of pre-high school French studies over the province is a bleak one. Most schools involved rely upon the televised series. One interesting atypical example should be noted. A very rich programme of French and German is offered in the high school at New Germany. Students are encouraged to carry both languages commencing in the junior high grades. The two teachers work closely together to provide a coordinated programme in grades seven through twelve. Reading

materials are drawn from Quebec, France and Germany. Whenever possible correlation in linguistic structures is attempted. Much of the school's success is attributed to two factors: two highly skilled teachers and ruthless elimination of the academically weak.

A major obstacle to the extension of French studies through the grades has been a desperate shortage of qualified teachers. Demand has far outrun supply. Two frightening examples underline the plight. An instructor of methods in French at the Department of Education Summer School found that 75 per cent of his class knew little French, but had been "commanded" by their school boards to teach the subject since no one else was available. A teacher who has marked Department examinations for years estimates that 40 per cent of the teachers of French are in by necessity and not by choice.

Not much relief is offered in current efforts in teacher training institutions. Dalhousie had 35 enrolled in the methods course in French in 1964-65. Only eight intended to teach that subject on graduation - the remainder attended the class to round out their options. Two of the eight would teach in Nova Scotia. The Department of Education initiated a broad summer school design during the early 1950's. Courses encompassed fields not covered under the auspices of university training. A bloc programme (i.e. study over four summers equivalent to one academic year) was designed in 1956 for potential specialists in French. A series of small enrollments produced its cancellation in 1960-61. Despite a rising demand for such teachers there are still insufficient applicants to resume the bloc. Four courses were

offered in the summer of 1965; two levels of French conversation¹ and two in methods for the junior and senior high schools.

A voluntary option in French methods has become increasingly popular at Teachers College, Truro. The students are preparing for general assignments in the pre-high school grades. Content and methodology are taught through the medium of the films produced by the Encyclopedia Britannica Films. Hopefully the teachers-in-training can duplicate these methods in their own classrooms.

The unskilled teacher of French receives little, if any, supervision on the job. The Department of Education does not employ inspectors of French. An Inspector of Acadian schools and an instructor in Truro generally are drawn in as consultants on curriculum matters. Department chairmen are unknown outside of Halifax and Dartmouth. No supervisor of French is found in any school district.

The situation is grim. A general teaching shortage exists in many parts of the province. Consequently no discrimination is applied to candidates for teaching posts. Any applicant is hired in many rural points. Superintendents report that advertisements for teachers of French produced nil returns. Little progress can be made toward establishing elementary programmes until the shortage at the junior and senior high school levels is met.

1. Appendix H. Three Departments of Education continue to hold summer schools - viz. Nova Scotia, Ontario, Manitoba. The instructors in the Nova Scotian French courses were imported from France for the summer.

A considerable number of new teachers are drafted into teaching French each year and flee the uncomfortable situation as soon as possible. Little relief in English-speaking French classrooms is expected from native French-speaking teachers of the province. An unofficial Departmental policy discourages them from leaving French-speaking areas. Those that do, do not necessarily wish to teach French. Teaching nuns are a secure source for some schools, but recent extreme demands is drying up this supply.

The Modern and Classical Language Teachers Association of the Nova Scotia Teachers' Union sponsors most in-service activities in the language field. The major effort of the Association is directed towards keeping the membership informed of current trends in the field. This activity is carried on at various levels. Regional meetings about the province concentrate on such problems as work load, opportunities for speaking French, use of the overhead projector, and how to teach the novel. The annual provincial convention features speakers from outside the province and discussion groups on topics of general interest. Various publications as Res Lingarum¹ provide complete reports on the current activities of the Association.

Concern for instructional improvement often leads the Association into resolutions related to matters of policy. Interest has ranged about such topics as aural-oral testing in the Departmental examinations, the place of French in the General course, the need for streaming students in French classes. A resolution of general interest to teachers in

1. Appendix I

other provinces dealt with special certification of bilingual teachers (i.e. French-speaking teachers).¹ The Association requested that bilingual teachers, after passing an examination in both oral and written French, receive a step up in licences and, therefore, extra salary. Such a policy contradicts a traditional base of Departmental grants - viz. experience in teaching and formal training.

The activities of the Association to date have involved only a small number of the province's language teachers.² The bulk of the membership comes from the Halifax-Dartmouth area. Fifty-five of the seventy members teach French. The Nova Scotia Teachers' Union subsidizes the Association which derives the bulk of its direct revenue from five dollar membership dues.

Other opportunities to speak French are rather limited in the English-speaking areas of the province. Conversational French classes are sponsored through the Extension Department of various Universities. Frequently the intensive nature of the programmes discourages teachers. For example, the Dalhousie programme is held thrice weekly from October through April.

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1. The question of certification of teachers from out of province is too complicated to examine at this point. The issue is quite relevant to the total picture. One school in the southern part of Nova Scotia had a prospective teacher of French possessing New Brunswick credentials. The Department of Education took six months to process her licence; at which time she had moved to another province.
 2. Appendix K. Three items illustrate the scope of the professional association: the constitution of the M.C.L.T.A.; budget; meetings during a year. The latter two underline the many activities carried on with limited means. Other provincial language groups exhibit a similar framework.

A handful of teachers belong to L'Alliance Française. A number of non-members commented that they taught French during the day and desired a rest from it in the evening. A last source of some help is the annual one to two institute days held by inspectors. Particular techniques are demonstrated in the time set aside for French.

Correspondence instruction is provided in grades seven through twelve. Over three hundred students about the province are enrolled in the courses in French. A totally written series of exercises are followed. One high school that could not find a teacher of French has 116 grade eleven and twelve pupils receiving instruction through correspondence. The director of correspondence studies is considering the use of programmed materials if they fit the objectives of the courses. No phonograph records are sent to students due to their "unwieldy" nature. A handful of students pursue Latin through correspondence. No other language is offered at present.

IV AUDIO VISUAL AIDS SUPPLEMENT AND SUBSTITUTE FOR THE HUMAN TEACHER OF FRENCH

Television is a major venture to relieve the shortage of qualified teachers in critical subject areas. Nova Scotia is the first province in Canada to utilize this media for a regular instructional series on a provincial basis. Five subjects are offered - geometry and trigonometry (grade twelve), science (four and five), physics (eleven), mathematics (nine), and French (seven and eight). The two in French each receive two fifteen minute weekly broadcasts from September through May. Overall surveillance is provided by the Nova Scotia Council for Television, a group composed of representatives of the Canadian Broadcasting Corporation, school trustees, Department of Education, and the Nova Scotia Teachers' Union. Costs are shared by the Department and the C.B.C. under the usual formula for school broadcasts.¹

Administrative supports from the Department buttress a number of areas. The television teacher of French was selected out of 63 applications received from six provinces. She had taught French in various grades and possesses a native fluency in the language. Her full-time position earns \$10,000 per annum. Since her appointment grants have encouraged her to visit educational television production centres in Boston and to extend formal studies in French at the Sorbonne.

1. For an overview of general administrative arrangements, see Richard S. Lambert, School Broadcasting in Canada (Toronto: University of Toronto Press, 1963); the history of French school broadcasts to English-speaking pupils receives adequate coverage - Manitoba since 1944, Alberta from 1932, Nova Scotia, the first in 1928. Television broadcasting has scant attention.

A consistent theme of the Department is to combat any suggestion that the television teacher undermines the role of the classroom teacher. The participating teacher is an integral part of the teaching. Representatives of various grades and from diverse sections of the province regularly meet to evaluate the series. Rating cards are sent to a sample of teacher-participants after each broadcast. The television teacher visits classrooms during viewing time in order to witness the reaction of teachers and pupils. Seminars for classroom teachers and administrators have been organized throughout the province to outline how to employ this new medium of instruction. Mimeographed lessons give fairly detailed suggestions on warmup exercises and reinforcement drills. Students can receive workbooks.¹

Department of Education statistics reveal a rise in those pupils regularly viewing the televised lessons in French. The number of grade seven classrooms rose from 133 in 1963-64 to 187 the following year. The first year had 133 grade nine rooms to 156 in grade eight one year later. Nearly fifty per cent of the total enrollment in grade seven were regular participants in 1964-65. Small rural schools contained the most avid listeners.

No regular listeners to the French series were found in the communities visited by the researcher.² Some had abandoned the project for a variety of reasons. One teacher could not schedule all his four French classes at the same time - to bring them together also would mean chaos. Another found that the television

1. Appendix L.

2. After no regular viewers were found, the researcher asked the Department to supply names of teachers who employed the series. A letter was sent to five by the researcher enquiring about three matters; administrative needs, main contribution, any problems. No replies were received.

content was too rich a fare for a teacher who had no background in the subject. The printed curriculum of the province could be handled at a lower level. A third employed the series periodically for enrichment to the brighter pupils. Two teachers felt the series undermined their status before the pupils. "How could their students see any need to speak the language when the machine did the speaking within the classroom?"

A residuum of ill-will remains in some teachers three years after the inauguration of educational television.¹ The announcement about the television series was made late in the school year, too late to prepare adequately for the opening of classes in September. Some teachers felt that the Department compelled them to participate, and furthermore, no matter what their reactions, the series must continue. This break in communication between classroom and Department remains. The concentration of participation to small rural schools indicates that television lessons replace the classroom teacher. These are the ones with few skills; the qualified do not use the lessons.

No immediate and radical changes to the present television format are forecast. No additional broadcast time is possible. Plans are afoot for one of the current series in French to be replaced by one designed for an elementary grade. The Audio-Visual Department does not intend to produce video-tapes of the

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1. A similar state of resistance towards television instruction of French was not met in Calgary where another series is employed. Perhaps the critical difference is the difference in size between the two areas. Calgary can make teachers feel involved in the planning. For example, see an elaboration of the quotation "Faculty acceptance of television seems to be greatest when the faculty has participated in planning for it" in W.J. McKeachie, "Research on Teaching at the College and University Level", N.L. Gage, Handbook of Research on Teaching (Chicago: Rand McNally & Company, 1963) p. 1153.

broadcasts for distribution to schools. An experiment by the Department in cooperation with the Canadian Teachers' Federation will be held in 1965-66. Case studies of ten classroom situations will examine the unique features of the television versus those of the classroom teacher. Pre- and post- tests will be run in the grade four science series.

Nova Scotia was the first province to broadcast French radio programmes in 1928.¹ Currently the content in Parlons Français! is directed towards beginning French in grades five through nine. The one weekly period concentrates upon providing students with good models of pronunciation. This supplementary material is not directed towards Nova Scotia alone. As part of the Atlantic School Broadcasts, it must appeal to the needs of four provinces. Manuals on the lessons are distributed by the Departments of Education. About 2,500 pupils mainly concentrated in the Halifax-Dartmouth area listened to the broadcasts in Nova Scotia in 1963-64.

The major effort by the Audio-Visual Department, in the improvement of instruction in French, centres on the production of tapes.² One set of recordings accompanies the television French lessons. Short five to eight minute recordings are used after the programme. Schools forward blank tapes to the Department for taping at no cost to the school. A second set follows the assigned text page by page. A heavy demand comes

1. Appendix M.

2. Appendix N.

from teachers at the seventh and eighth grades. Little interest is expressed in other audio-visuals related to French. One album of phonograph records contains lessons on various aspects of life in France. The fast pace of dialogue discourages most teachers. Ten films of a general nature are circulated. Concern over the high costs of new prints and doubts about the teaching effectiveness of films prohibits much action in that field.

Three language laboratories are located in provincial public schools. One has twelve positions and is employed outside school hours. The other two each can seat forty. In all instances no time was set aside for teacher preparation. A very limited audience viewed the national network series - Visite au Québec. In 1964, 124 pupils were recorded. A few requests for titles in French have been noted at the National Film Board office in Halifax over the past few years. Referral is made to the depository in Moncton since no such titles are kept in Halifax. The Audio-Visual Department does not service requests for any teaching aids in German and Latin.

V CONCLUSION

The effort of the Department of Education of Nova Scotia stands out in the attempt to produce an instructional programme designed for the needs of that province. A variety of administrative supports - time for planning, follow-up reports, representation from relevant groups - are employed to ensure the success of the series. Unfortunately a break occurs between the good intentions and the execution in the classroom. Qualified teachers regard television not as an aid, but as a threat, or at least, a nuisance.

The adoption of other "new" programmes follows the pattern found across Canada. The personal acquaintance of the innovator with the programme - not its inherent qualities, nor the needs of the situation - determine its adoption. Other programmes are not considered. Hence, one can determine the institution where the innovator received his training in conversational French by the type of programme adopted in a school. For example, it is no coincidence that Teachers College, Truro, employs the Encyclopedia Britannica Films, and that the only public¹ school in the Maritimes trying that series are in Nova Scotia.

Open debate is one reason that French has not spread too quickly in the elementary grades. A number of the leaders for change are concerned about the objectives of French study. What does the public desire - to prepare students for university entrance or to buy bread on Gaspé? Can the two be reconciled in the brief time available for second language instruction in public schools?

1. Henry Brickell, Organizing New York State For Educational Change (Albany: Department of Instruction, 1964).

APPENDIX C

1. Department of Education: A. Morrison, Director of Curricula; J. Ardenne, Chief, Correspondence Instruction; J. Mackay, director of research; R. Kane, director of pupil services; S.E. MacKenzie, director of Department summer schools; R. Graham, French television teacher; H.P. Timmons, Adult Education; F. Murphy, audio-visual aids; B. Adams, instructor in French radio/programmes.
2. Teacher Training: E. Clark, Instructor in methods, Dalhousie; A. Comeau, Acadian inspector, instructor, Department summer school; S. Edwards, instructor, Teachers College, Truro.
3. Teachers: R. Lamont, superintendent, Yarmouth; F.J. Purdy, superintendent, Digby; T. Parker, executive secretary, N.S.T.U.; F. Wall, president, N.S.T.U.; A.T. Conrad, director of instruction, Halifax; C. Moyer, superintendent, Dartmouth; 13 teachers, Dartmouth, Halifax, New Germany, Yarmouth.
4. Others: D.B. Lusty, director, C.B.C. school broadcasts; N.F.B. and N.E.S. Offices, Halifax.

CHART I ENROLLMENT IN LANGUAGES, GRADE 7-12. 1958-65

GRADE	YEAR	Total Enrollment	French	Latin	German	Greek	Spanish
VII	1957-58	12,959	12,158	8			
	1958-59	14,458	13,833	57			
	1959-60	16,186	15,482	110			
	1960-61	16,578	16,104	35			
	1961-62	16,655	16,183				
	1962-63	16,733	16,263				
	1963-64	16,925	16,530				
	1964-65	16,836	16,122				
VIII	1957-58	11,107	10,104	131			
	1958-59	11,606	10,487	61			
	1959-60	12,581	11,609	92			
	1960-61	14,158	13,589	115			
	1961-62	14,964	14,042				
	1962-63	14,884	13,958				
	1963-64	15,110	14,151				
	1964-65	15,003	13,889				
IX	1957-58	9,668	8,367	3,622	2	56	
	1958-59	9,675	8,228	3,586			
	1959-60	10,310	8,730	3,673			
	1960-61	10,994	9,649	4,281	30	2	183
	1961-62	12,747	10,819	5,280			
	1962-63	13,491	11,793	4,148			
	1963-64	13,396	11,728	4,964			
	1964-65	13,793	11,698	4,784	31		

CHART I (cont'd)

GRADE	YEAR	Total Enrollment	French	Latin	German	Greek	Spanish
X	1957-58	7,638	6,361	1,719	448	4	
	1958-59	7,926	6,372	1,732	440	4	
	1959-60	7,755	5,978	1,680	311	2	
	1960-61	8,176	6,617	1,836	409	22	
	1960-62	8,645	7,502	2,295	627	10	
	1962-63	10,383	8,579	2,572	607	26	
	1963-64	10,750	8,692	2,583	659	19	
	1964-65	10,710	8,347	2,330	570	6	
XI	1957-58	4,858	3,539	873	161		
	1958-59	6,000	4,488	1,044	174	3	
	1959-60	6,200	4,692	1,090	196		
	1960-61	5,822	3,770	876	149	1	
	1961-62	6,418	4,872	1,100	213	25	
	1962-63	7,370	5,870	1,283	309		
	1963-64	9,143	6,314	1,599	316		
	1964-65	8,952	6,616	1,498	347	2	
XII	1957-58	1,935	1,258	268	22		
	1958-59	2,181	1,358	345	65		
	1959-60	2,566	1,718	401	79		
	1960-61	2,840	1,997	499	55		
	1961-62	2,981	1,993	416	64	4	
	1962-63	2,931	1,789	393	67	1	
	1963-64	4,629	2,237	564	73		
	1964-65	4,235	2,706	630	124		



APPENDIX A

Modern and Classical Language Teachers Association -
Nova Scotia Teachers Union - Report of the Third Annual Conference -
Modern and Classical Language Teachers - November 1963 -
St. Patrick's High School - Halifax, Nova Scotia.
(Available on file).

APPENDIX B

Second Interim Report on the Studies and Findings of the Committee
on the Dual French Programme of the Modern and Classical Language
Teachers Association of the N.S.T.U. to the Fourth Annual Conference
1964.
(Available on file).

APPENDIX C

(See Report) - page 26.

APPENDIX D

Teaching of German - Grades 10-12 - Teaching Guide.
(Available on file).

APPENDIX E

French - Grades 7-9 - A Guide for Teachers (Tentative Edition) -
Curriculum Branch - Department of Education - Province of Nova Scotia
Halifax, Nova Scotia - 1955.
(Available on file).

APPENDIX K

Constitution - Modern & Classical Language Teachers Association -
Modern and Classical Language - Teachers Association of the NSTU -
Treasurer's Report as of October 5, 1964.
November 1963 - Annual Report.
(Available on file).

APPENDIX L

Le français pas à pas - par Lina Graham - Published for the Nova
Scotia Advisory Council on School Television by the Department of
Education - Halifax, Nova Scotia - 1964.
(Available on file).

APPENDIX M

Department of Education - Atlantic School Broadcasts - Presented
by the Canadian Broadcasting Corporation and affiliated private
stations for the provinces of New Brunswick, Nova Scotia, Prince
Edward Island and Newfoundland - 1964-65.
(Available on file).

Parlons français - Conversational French for Beginners - Grades 5-9
(Available on file).

APPENDIX N

Notice to Principals - Subject: French Language Tape Recordings -
by Frank E. Murphy, Supervisor - Audio-Visual Education Unit -
Halifax, Nova Scotia.
(Available on file).

REPORT ON SECOND-LANGUAGE TEACHING IN THE
PRINCE EDWARD ISLAND PUBLIC SCHOOLS

Prepared by Lionel Orlikow
September 14, 1965.

- I Introduction "To many students French seems to be a difficult subject and it is hoped that by beginning in grade 5 a keener appreciation of the French language will be introduced! (1)

The same conditions in Prince Edward Island dominate the situation in 1965 as they did in 1959 when the above statement was written. Most school children in grade five do not receive instruction in French. The objective of teaching "a keener appreciation" remains a dilemma possessing no clear-cut methods. The study of French for most teachers and pupils holds an equivalent status to that of Latin - compilation of lists of vocabulary, memorization of grammatical points, translations into English, reliance upon a text.

An examination of the inconsiderable changes in language programmes in Prince Edward Island is useful in underlining some points that are obscured in the more complex settings of larger provinces. How does a general state of myopia in education develop? Curriculum committees generally are drawn from teachers in a few urban centres. Almost invariably they are exceptional teachers in a particular subject area. Frequently they or teachers of a similar calibre try out the new programmes. The pilot school is atypical to

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1. Annual Report of the Department of Education of the Province of Prince Edward Island, 1959, p. 66.

that of the province as a whole in possessing a higher quality of such administrative supports as subject-matter specialization, large school libraries, proximity to an institution of high learning. The ebullient personalities frequently found in the forefront of change in elementary school French act as a further complication. Their dynamism obscures the division between the essence of the programme under trial and the qualities of the individual teacher.

A less complicated and hence less diverting picture exists in Prince Edward Island. First, the absence of large cities removes a major source of leadership towards change in language study found in other provinces. The major centre, Charlottetown, is hampered as well in not offering grades eleven and twelve in the public school system. Second, secondary schools in urban and rural settings are somewhat comparable in size and course offerings. Ten of the fifteen regional high schools (grades nine through twelve) had enrollments less than 250 in 1963-64. (2) Consequently the great majority of secondary school pupils must follow a college entrance programme containing a second language option.

2. Annual Report, 1964, p. 31.

Further centralization of schools in the immediate future is doubtful. Third, the small size of the province permits a closer overview of the teachers within it. The Island acts as a feeder to richer systems, notwithstanding the warning of one educational leader that "The best brains (for local use rather than for export) are more valuable than the best potatoes or the best oysters". (3) Those who leave the province for training usually do not return. Fourth, an absence of a large core of teachers with high paper qualifications inhibits educational change. Less than ten percent of the teaching force possess a Bachelor's degree plus teacher training; over one-third have not completed high school plus teacher training. (4)

Several other aspects of the provincial situation are relevant to this study of second language instruction. Educational resources are spread thinly since the total population of under 110,000 is less than that of either Windsor or Regina, but spread over an area of 2,184 square miles. Many elementary schools contain only one room. Visits were confined to the centres of Summerside and Charlottetown. (5)

3. Ibid, 1963, p. 106

4. Ibid, 1964, p. 22

5. Appendix A.

II. THE SITUATION

Although three languages are offered in the curricula of the secondary school (grades 9 to 12) - French, Latin and German - the latter two are approaching a state of oblivion. French is compulsory for all English-speaking pupils in grades eight through twelve; Latin and German are third languages competing with such options as industrial arts or an additional science. The decision at St. Dunstan's University in 1963-64 to discard Latin as an entrance requirement led to a drastic decline in that subject's enrollment figures. A few pupils commence its study in grade nine, but the custom is grade ten. Only one secondary school offers instruction in German. Interest there is confined to 14 pupils in grade eleven and two in grade twelve - the two years when the subject is offered in the programme of studies. Another school in the province had two students in 1962-63. An acquisition of some reading knowledge is the major objective of studying German after such a brief period of time. No additional languages are foreseen by officials at the Department of Education.

French has been a compulsory subject of study for some decades. A programme following that of New Brunswick is offered to French-speaking pupils in certain schools in the western part of the province. (6) Only nine of the

6. Chart 1. Of the total enrollment in public schools, 1963-64, 952 were taught in the French language by 37 teachers in 36 classrooms.

some 396 pupils enrolled in the vocational schools (grades nine through twelve) at Charlottetown and Summerside in 1964-65 were taking French. These language students were taking such extra courses that would facilitate entrance to university. Generally no opportunity to take French is provided in the business education course.

Chart I. Enrollments by Grade, 1963-64.

VIII	2,554	
IX	2,129	
X	1,881	
XI	928	
XII	617	Virtually all take French
Commercial	114	
Auxiliary	52	No French is offered to these pupils.

(Annual Report of the Department of Education, 1964, p. 23.

The position of French is ambiguous. The compulsory nature of the programme asserts its importance in the total educational experiences of the child. However, certain groups are excluded from the study of French in high school years. The real importance of French might be discovered if the general objectives of Business Education are examined:

- "1. To prepare for employment in specific business occupations."
- "3. To develop better citizens by providing a higher standard of general education." (7)

Evidently French is intended neither as part of general education nor as necessary for vocational life. Primarily the subject is another hurdle for those preparing for university - and its absence provides an "easier" path for the "weaker" students in non-matriculation courses.

The amount of time devoted to language study varies as the Department of Education does not fix precise limits. Some schools have grade eight French for two periods weekly at thirty minutes, whereas others set three at forty-five. A general pattern for the province might find four times forty-five minutes in grades nine through twelve, three times forty-five in grade eight, and two times thirty in grade seven.

Students working through the correspondence branch select French. No pupils desired the other available language option, Latin, during the 1964-65 school year. Instruction in French is confined to grades eight, nine and ten, since there is a lack of enrollment to sustain the two succeeding grades. The courses follow the prescribed programme through a series of questions over thirty lessons. No employment of phonograph records are used in the teaching of the 46 students of French.

III. OBJECTIVES OF FRENCH INSTRUCTION

Current efforts in revision of the French programme concentrate upon improving the performance of students on the external examinations. The three sets of hurdles are at

grades eight, ten and eleven. In a province with a large number of one-room schools organized on a grades one through eight base the first examination serves to screen entrants to the high schools. The one at grade ten will cease in 1965-66. The final test is critical for matriculation to university. The external examinations and the performance of students on them also serve to rate teachers and schools. (8)

This examination - centered approach is revealed in arguments put forth in supporting the extension of French through the grades. Grade eight French was introduced in 1962 in order to reduce the high failure rates in the upper grades. It was hoped that an additional year of the subject would permit a more thorough coverage of material previously crammed into two. The inclusion of French in the grade eight examinations, however, provides a further burden to the teacher at that level. The average pedagogue is completely unprepared to teach French. A number commence teaching some vocabulary and minimal grammatical facts in grade seven in order to help lighten the load of ramming it all in at grade eight. A more organized venture was organized in Summerside in 1954 when that district commenced French instruction in grades three

8. Appendix B. The grade eight examination in the main consists of such grammatical points as the agreement of adjectives and articles. The grade twelve papers also require knowledge of rules, but much more attention is paid to translation of words, phrases and sentences.

through six. This effort was prompted by the dreadful showing of local pupils on the departmental French examinations.

Functional French - oral, conversational - has claimed little interest. "There is no possible use for such an approach" is the theme cited continuously. The presence of French-Canadians in the Island serves as a deterrent. Some of the following arguments are employed: most French-Canadians on the Island cannot speak French and have become Anglicized in all but surname; children of French background traditionally score the lowest marks on the French examinations; no local demands for bilingual personnel have been recorded in National Employment Service offices in Summerside and Charlottetown (9); the children of the Acadian inspector cannot speak French; and Island French-Canadians are identified in subtle ways as second-class citizens. The fact that many students are prepared to flunk the ten marks assigned the dictation section on the Departmental examination is another indication of the little effort devoted to developing aural-oral skills.

There is a slight possibility that this apathy can be reduced. Entrance standards in oral work to French classes in universities on the mainland have been rising. This external lever is reported back to the Island by some graduates who have

9. An exception is a request by a motel owner for a person to meet tourists from Quebec.

been penalized. The 1963 annual convention of the Prince Edward Island Teachers' Association passed resolutions for more oral work and a form of oral testing in the teaching of French.

The activities of the French Sub-Committee of the Department of Education, organized on February 19, 1965, concentrated upon finding a set of textbooks for grades seven through ten that would coordinate with succeeding grades. The current series in the latter grades are considered satisfactory, although provinces have been discarding them. (10) No consideration has been given to any series of materials that integrate various types of media - text, filmstrip, tapes. "This is too small a province to experiment with what may be considered frills" one Departmental official commented. The two textbooks under review also are being discarded in other provinces.

These texts will be tried out in two schools in 1965-66. A recommendation then will be made to the Deputy-Minister to have a general adoption in 1966. A brief teachers' guide will be included in the Programme of Studies.

Articulation with the French taught in the elementary grades has not been considered. The only programmes at this

10. Cours Moyen by Jeanneret in Grades XI and XII.

level are in Summerside and Charlottetown. When their pupils complete the elementary programme they move into the regular programme set forth by the Department. Textbooks form the core of materials in the two elementary districts. Each pupil in Summerside purchases a text by Eaton and MacGowan in grade three, and The Je Parle Français series in later grades. Charlottetown is still in a state of flux. Conversational French was introduced in grade six in 1963 and in the fall of 1965 will commence in grade four. The series of texts had not been chosen in the spring of 1965; those selected will provide the core of the course. These two districts also employ the only specialists of French in the grades below high school. Generally all subjects are taught by the classroom teachers up to grade nine. Specialists are only hired to a limited degree for such subjects as art, music, physical education, home economics and industrial arts. Thirty minutes twice weekly are provided for French studies in Summerside and Charlottetown. In contrast to Summerside the French specialists in Charlottetown teach with the regular classroom teacher remaining in the room. The administration hopes that this plan will facilitate better student control and extra review.

IV. SUPPORTS IN TEACHING FRENCH

For a province with a small minority of French-speaking people heavy dependence is placed upon teachers of French from

that community. Nearly one-half of the 39 teachers of French in thirteen secondary schools have French surnames. All members of the French sub-committee of the Department of Education come from that background. A few local French-speaking teachers have had some training in New Brunswick and Quebec; but generally when one leaves for higher education, he does not return. 1963 statistics on salary scales across Canada suggest a basic cause - Prince Edward Island offered the lowest salaries at the secondary level and the second lowest at the elementary. (11) Summerside has an unusual source. Four of the five bilingual (ie. French-speaking background) teachers originally lived in Quebec. They are wives of servicemen or retired officers based at the nearby R. C. A. F. base. As some do not possess regular academic credits, the Department of Education has granted them permission to teach only French.

Aside from regular courses in French at the university level there are no opportunities to develop one's specialized competency as a French teacher. On paper the teaching of French is considered part of a general course in methodology. In practice a domestic dispute over the language laboratory at Prince of Wales College has prohibited special training for

11. Dominion Bureau of Statistics, Provisional Statistics on Education 1963-64 (Ottawa: Queen's Printer, 1964), p. 40. In 1963 the range from lowest to highest salaries among the provinces: Secondary - PEI, \$3876, BC, \$6729, elementary - Nfld., \$2364, PEI, \$2789, BC, \$4961.

teachers of French. No special teaching certificates are awarded by the Department to subject matter teachers.

In-service training at any level is virtually nonexistent. No programmes specifically designed for French are sponsored by local school districts or the Department of Education. An attempt in 1963-64 at St. Dunstan's University to instruct teachers in conversational French collapsed before the year was out. The course was offered on a voluntary and noncredit basis. The desire of teachers to concentrate on completing degree requirements is one explanation of its demise. The only regular in-service programme comes at the annual two day convention of the Prince Edward Island Teachers' Association. A variety of topics are covered in discussion groups meeting for a period of six hours. For example, at the 1965 meeting an instructor from the University of Moncton spoke on techniques in oral instruction.

For the few teachers with some facility in the language there are virtually no local opportunities to speak French. A few attend the annual Acadian Teachers' Convention where discussion focuses upon problems of instruction. A half dozen teachers in the province have corresponding memberships in the Modern and Classical Language Teachers' Association of Nova Scotia. There is no specialist group for teachers of French in Prince Edward Island. A teacher from

Quebec spending 1964-65 in the province found that much of the conversation in local French societies was carried on in English.

Supervision of teachers of French is minimal. There is no one in a supervisory role who has special responsibilities or competency in French. General inspection for the teachers is provided by the Department of Education each year. Some guidance is provided by the supervisor of French in Charlottetown. Holding a dual appointment at St. Dunstan's University and with the school district, this persons teaches elementary school French and helps other teachers. Summerside intended to appoint a supervisor some time ago, but no qualified candidate could be found.

Even the direction offered by the Department's Programmes of Studies is minimal - Two pages skim over three years of material. (12) For example, "Teachers in Grades IX and X should extend and develop further basic composition dictation and conversational work." The suggested daily timetable and the Programme does not provide for time in French Studies until grade ten. (13) At that the plan calls for French near the close of the school day the least desirable and most inefficient period.

Audio-visual aids serve a minor role in the teaching of French in Prince Edward Island. This is caused in part by

12. Appendix C.

13. Appendix D.

the primitive stock of equipment. Most high schools possess movie projectors; only a few are in elementary schools. Perhaps five schools in the province have tape recorders. Filmstrip projectors are in approximately one-half the schools. No educational television broadcasts are produced locally, though a few schools do listen to those from Nova Scotia. The efforts of the Audio-visual Branch at the Department of Education have concentrated upon science and social studies. No requests for titles in French have been noted. The National Film Board Office in Charlottetown occasionally has sent releases in French to some French-speaking teaching sisters; the only English-speaking school known to have employed such films reported that "the dialogue was too fast". No language laboratory exists in any public school. Supplementary reading materials of any kind are not too plentiful in school libraries.(14)

V. CONCLUSION

Education in Prince Edward Island is not geared for the intense structural changes required to meet the current revolution in second language programmes.

"The problems of interest today are those of an agricultural and fishing area, thickly populated with small rural schools on every hand, schools that, once so convenient and acceptable, are now asked to serve a new generation of students who must be educated for a society quite different from that served by these schools when they were first built". (15)

14. Annual Report, 1962, p. 42.

15. Report of the Commission on Educational Finance and Related Problems in Administration, (Charlottetown: Queen's Printer, April, 1960,) p. 9.

Most teachers of French have not received training in methodology of language instruction; no local districts carry on in-service programmes; little supervision is provided; small school enrollments prohibit diversity in language offerings; audi-visual aids are not integrated into teaching.

Perhaps the most serious limitation is the parochialism. The mental set of most concerned in language change is to a large degree determined by the prevailing conditions within the province. Little knowledge of developments in language study in other centres has percolated teaching ranks. Large-scale federal aid might dislodge the mental straight jacket.

Appendix A

1. Department of Education: J. Williams, Director of Curricula; I. Sample, Audio-Visual Department; M. McFadyen, Correspondence Branch.
2. Teacher Training: J. Yeo, Teacher Training, Prince of Wales College; R. LeClaire, French Department, Prince of Wales College.
3. Teachers: R. MacNeil, Superintendent designate, Summerside; K. Packer, Superintendent, Charlottetown; F. Vidal, director of Oral French, Charlottetown, and staff, St. Dunstan's University; four teachers in both communities. A. Murray, Prince Edward Island Teachers' Association.
4. Others: Visits were paid to the N. E. S. offices in Charlottetown and Summerside and the N. F. B. centre in the former city.

Appendix B

Provincial Examinations Grades VIII and X - French VIII -
June 25, 1964.
(Available on file).

Appendix C

Programme of Studies - Grades I to X - for the schools of Prince
Edward Island - Department of Education - 1965.
(Available on file).

Appendix D

Programme of studies: Suggested Daily Timetable for schools -
(Available on file).

